DOCUMENT RESUME

ED 101 190 95 CE 002 959

AUTHOR	Drake, James Bob; Morgan, Alice S.
TITLE	A Career Decision-Making Model Utilizing Adult Basic Education and Counseling for the Under/Unemployed Adult and Family. Final Report.
INSTITUTION	Auburn Univ., Ala. Dept. of Vocational and Adult Education.; Huntsville City Schools, Ala.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C.
BUREAU NO	V324304
PUB DATE	Jul 74
GRANT	OEG-4-73-7105
NOTE	177p.
EDRS PRICE	MF-$0.76 HC-$9.51 PLUS POSTAGE
DESCRIPTORS	Adult Basic Education; *Adult Education Programs; Adult Educators; Career Choice; *Career Planning; Decision Making; *Decision Making Skills; Disadvantaged Groups; Employment; Family Counseling; Family Influence; Family Involvement; Models; Personal Values; Pilot Projects; *Program Descriptions; *Program Evaluation; Teacher Role; Vocational Aptitude; Vocational Counseling

ABSTRACT

The purpose of the project was to perfect a career decision-making model that could be used by an adult basic education teacher to help the disadvantaged adult upgrade himself educationally and make a realistic career decision based upon his and his family's personal value system; his goal decided upon, the model could be used to help him determine the best route to his selected career. The evaluation of the project attempts to illustrate how the project was interphased with a total adult education program to achieve its objectives, and to improve the total program. The evaluators visited the project four times during the year for program observation and review, and consultation with the project staff. The program description provided is detailed and comprehensive; the evaluators have placed the program in context with many tables of relevant statistical data. Evaluation is made with reference to each of the project's specific objectives. Nearly 5,000 adult learners were served during the year, at a total cost slightly exceeding $200,000. The economic level of a majority of the learners did not rise during the project's duration, but the program paved the way for future improvement through the educational progress made. (Author/AJ)

FINAL REPORT

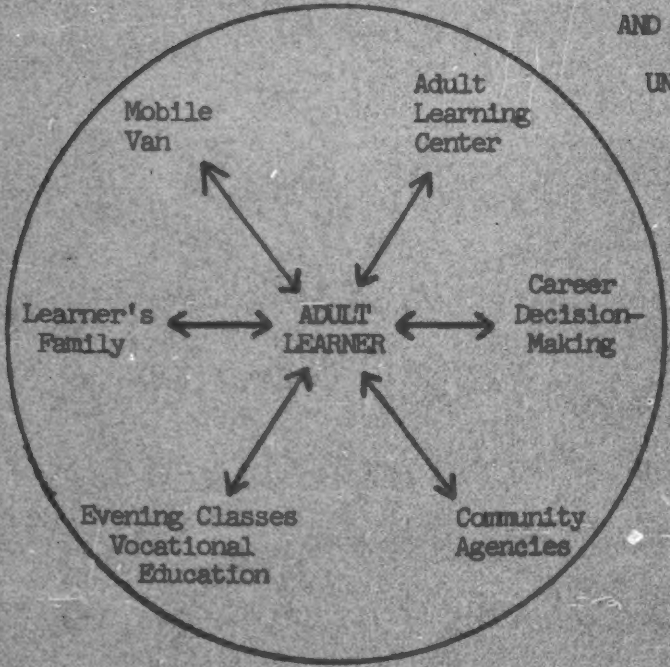
U.S. DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

Project No. V 324304

Grant No. OEG-4-73-7105

Career Counseling
Special 309(b) Project

A CAREER DECISION-MAKING MODEL UTILIZING ADULT BASIC EDUCATION AND COUNSELING FOR THE UNDER/UNEMPLOYED ADULT AND FAMILY


Mobile Van
Adult Learning Center
Learner's Family
ADULT LEARNER
Career Decision-Making
Evening Classes Vocational Education
Community Agencies

James Bob Drake
and
Alice S. Morgan

Department of Vocational
and Adult Education
School of Education
Auburn University
Auburn, Alabama 36830

Dr. V. M. Burkett, Superintendent
Huntsville City Schools

July 1974

Mrs. Bobbie L. Griffin
Project Director
Huntsville, Alabama

U. S. Department of Health,
Education, and Welfare
U. S. Office of Education
Washington, D. C.

FINAL REPORT

Project No. V124304

GRANT NO. OEG-4-73-7105

A CAREER DECISION MAKING MODEL UTILIZING ADULT BASIC EDUCATION AND COUNSELING FOR THE UNDER/UNEMPLOYED ADULT AND FAMILY

James Bob Drake
and
Alice S. Morgan

Department of Vocational and Adult Education
School of Education
Auburn University
Auburn, Alabama 36830

The evaluation reported herein was performed pursuant to a grant from the Office of Education, U. S. Department of Health, Education, and Welfare, under the provisions of the Adult Education Act, Title III, P.L. 91-230. Contractors undertaking such projects under government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

July 1974

Bobbie L. Walden, Coordinator of Adult Education
Huntsville City Schools
Huntsville, Alabama

PREFACE

The diverse characteristics of potential Adult Basic Education clients make it essential that innovative approaches be employed to encourage participation and achievement in education programs designed to serve their needs. In order to provide such programs, competent personnel, adequate physical facilities, and effective learning media are essential.

The Huntsville project did an excellent job of combining these elements in a program which served well many adults who had not been engaged in adult education before. These adults were started on the road toward overcoming barriers to social and personal growth imposed by educational deficiencies.

By utilizing a Career Decision-Making Model, these adult learners were provided career planning and counseling services in a flexible, yet structured, way. Although the duration of this Adult Basic Education Program was not long enough for improvement in the economic level of a majority of the adult learners to take place, the educational progress made certainly paves the way for improvement in the future.

The local philosophy of extending educational programs to the adult population through administrative support, strong program leadership, along with federal, state and local funding, accounts for the high level of success of this innovative program.

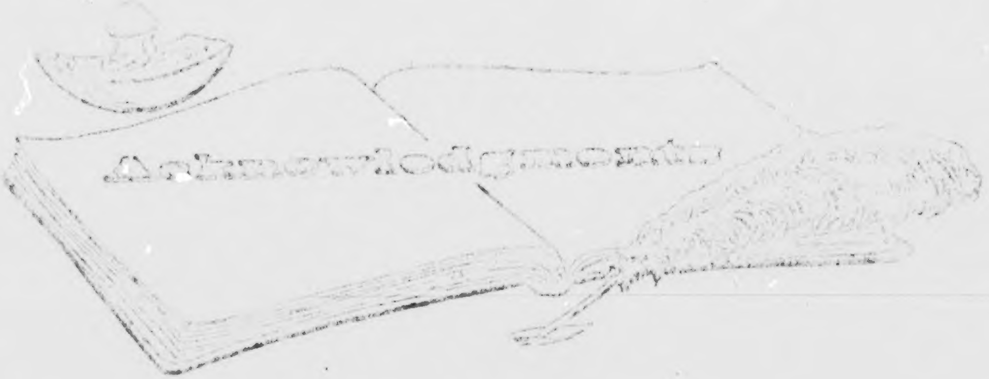
Regularly scheduled in-service education programs provided needed continuity to this effort. Much was added to the already considerable learning materials and facilities, which were available initially, including housing for the counselors. In addition to on-site facilities, a mobile learning laboratory was utilized advantageously. The low cost per person served is further evidence that comprehensive programs can meet the close scrutiny of taxpayers in terms of benefits accrued from educational expenditures.

Innovative attitudes and practices of the Huntsville staff brought about increased enrollments and more rapid attainment of educational goals. A combination of efforts on the part of administrative and instructional personnel assisted in making this program one of the best of its type in the nation. It offers a model that can be used confidently in developing similar programs in the future.

Truman M. Pierce

Dr. Truman M. Pierce, Dean
School of Education
Auburn University
Auburn, Alabama

July 1974



In addition to the project staff, who were all so cooperatively open and candid during discussions of the project, the evaluators wish to express their sincere appreciation to the following individuals for their special assistance during the evaluation.

Bobbie L. Walden, Coordinator of Adult Education in the Huntsville City Public Schools, and Project Director for the Special 309(b) Project, who supplied all the data on program participants and program outcomes for this evaluation.

Bob Walden, Area Supervisor, Adult Basic Education, Alabama State Department of Education, who served as a special consultant throughout the project.

Dr. Harry E. Frank, Jr., Associate Professor, Department of Vocational and Adult Education, Auburn University, who served as a special consultant during the project and who also provided valuable assistance to the evaluators.

Mr. Norman O. Parker, State Coordinator of Adult Basic Education, who served as a special consultant throughout the project.

Dr. V. H. Burkett, Superintendent of Huntsville City Schools, whose cooperation on all project endeavors was most appreciated.

TABLE OF CONTENTS

PAGE

PREFACE ii

ACKNOWLEDGMENTS iv

LIST OF TABLES viii

LIST OF FIGURES xii

ABSTRACT xiii

I. INTRODUCTION 1

- Purpose 1
- Methodology 1

II. THE CONTEXT 3

- The Locale 3
- The School System 13
- Special Factors 17

III. PROGRAM DESCRIPTION 19

- Scope of the Program 19
- Total Adult Education Program 19
- Mobile Van Data 23
- Career Counseling Services Data 31
- Objectives 44
- Personnel 44
- Organizational Details 52
  - Locations of Program Activities and Physical Arrangements 53
  - Evening Adult Education Classes 54
  - Counseling Facilities 54
  - Review and Planning 55
  - In-Service Training 56
- Activities and Services 57
- Instructional Equipment and Materials 69
- Community Involvement 71
- Budget 73

PAGE

IV. THE EVALUATION 75

Objectives 75
Choosing and Describing Participants 77
Measuring Changes, Presenting Data, Analyzing Data and Reporting Findings 81
Reporting Findings 101
Recommendations 103

V. CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS OF PROJECT PERSONNEL 105

BIBLIOGRAPHY 107

APPENDICES . . . . [illegible]

Appendix A Map of Alabama, Counties, Standard Metropolitan Statistical Areas, and Selected Places 111

Appendix B Model Neighborhood Area, Huntsville Alabama 115

Appendix C Adult Education Mobile Learning Van 119

Appendix D Letter From An Adult Learner in the Madison County Jail Class 123

Appendix E Sample of Client Response to Career Counseling 127

Appendix F Newspaper Articles from Huntsville Newspapers 131

Appendix G Promotional Flyers 135

Appendix H Adult Learner Permanent Record Card, Huntsville Adult Education Program 141

Appendix I Forms Used in Career Counseling Aspect of Program 145

Appendix J Annotated Bibliography of Career Counseling Materials 155

Appendix K Equipment List 169

Appendix L An Approximate Breakdown of the Total Cost of the Adult Education Program in the Huntsville Public Schools for 1973-1974 175

PAGE

Appendix M Sample Case Studies 179

Appendix N Huntsville Adult Education Advisory Committee 189

LIST OF TABLES

TABLE		PAGE
1	Population in Alabama, Madison County, and Huntsville in 1970	4
2	Huntsville Population by Color, 1960 and 1970	4
3	Number of Model Neighborhood Area Residents by Age, Sex and Race in 1972	5
4	Employment Status of All Persons 16 Years and Over by Sex in Huntsville	7
5	Employment Status of Blacks, 16 Years Old and Over by Sex in Huntsville	7
6	Percentage of Persons in the Labor Force by Age and Sex	8
7	Occupation by Race and Sex of Model Neighborhood Area Residents	9
8	Poverty Status in 1969 of All Families and Persons and of Black Families and Persons in Huntsville for All Income Levels	10
9	Poverty Status in 1969 of All Families and Persons and Black Families and Persons in Huntsville with Less Than Poverty Level Income	11
10	Percentage of Model Neighborhood Area Residents by Household Income Level	11
11	Percentage of Model Neighborhood Area Families by Race and Type	12
12	Median School Years Completed for Huntsville Population in General and the Black Population by Sex	14
13	Percent of Population by Level of School Completed	14
14	Years of School Completed by Blacks 25 Years Old and Over in Huntsville by Sex	15
15	Education by Age for Model Neighborhood Area Residents	16

TABLE PAGE

16 Number and Percent by Race of Adult Learners in the Huntsville Adult Program 20

17 Number of Adult Learners by Age Group, Sex, Race and Selected Ethnic Groups 21

18 Number and Percent by Sex of Adult Learners in the Huntsville Adult Education Program 22

19 Total Enrollment in Huntsville Adult Education Program by School or Location 22

20 Progress of Huntsville Adult Education Participants by Instruction Level 23

21 How Learners Heard About Adult Education 24

22 Number of Visitors to Adult Learning Resource Center 24

23 Number of Adults Utilizing Mobile Van by Race and Sex 25

24 Number of Adults Utilizing Mobile Van by Age Group 25

25 Employment Status of Adult Enrollees Utilizing Mobile Van . . . 26

26 Number of Mobile Van Enrollees by the Type of Public Assistance They Receive 26

27 Annual Income of Adults Utilizing the Mobile Van 27

28 Grade Level of Adults Utilizing Mobile Van 27

29 Major Reasons Indicated by Adults Utilizing Mobile Van for Enrolling in Adult Basic Education Class 28

30 Total Number, by Sex, of Adult Learners Studying in Van and in Home 28

31 Number of Adults Utilizing Mobile Van Who Continued in Other Adult Classes 29

32 Recruitment of Adults Using Mobile Van 29

33 Annual Hours of Instruction Mobile Van Adult Learners Received 30

34 How Adults Receiving Career Counseling Services Heard About the Adult Education Program 31

35 Total Number of Adults Receiving Career Counseling Services by Sex and Race 32

TABLE		PAGE
36	Total Number of Adults Receiving Career Counseling Services by Age Group	32
37	Number of Years Adults Receiving Career Counseling Services Have Lived in Alabama, by Race	33
38	Employment Status of Adults Receiving Career Counseling Services by Race and Sex	33
39	Annual Income by Role and Sex of Adults Receiving Career Counseling Services	34
40	Membership in Civic Organizations by Income Level of Adults Receiving Career Counseling Services	34
41	Total Number, by Race, of People Living in Home of Adults Receiving Career Counseling Services	35
42	Number of Children by Race of Adults Receiving Career Counseling Services	35
43	Number of Adults Receiving Career Counseling Services With Children in School, by Race	36
44	Marital Status of Adults Receiving Career Counseling Services, by Race and Sex	36
45	Number of Adults Receiving Career Counseling Services by Educational Grade Level at Time of Class Entry and Exit	37
46	Number, by Race, of Adults Receiving Career Counseling Services Who Received Veterans Benefits	37
47	Type of Public Assistance Received, by Race and Sex, by Adults Receiving Career Counseling Services	38
48	Major Reason Given by Adults Receiving Career Counseling Services for Enrolling in Adult Basic Education Program, by Race and Sex	38
49	Number of Adult Learners Who Gave Reason for Enrolling and Educational Level Needed and Met to Achieve Career Objectives	40
50	Enrollment of Adults Receiving Career Counseling Services by School and Type of Class or Program	41
51	Number of Adults, by Race and Sex, Receiving Career Counseling Services Who Were Employed or Upgraded A Job as a Result of Program	42
52	Number of Adults, by Race and Sex, Receiving Career Counseling Services Who Were Enrolled in Another Training Program	42

TABLE PAGE

53 Number From Career Counseling Program Taking and Passing GED 43

54 Grade Level Adults Receiving Career Counseling Services Completed, by Race and Sex 43

55 Reasons for Separation From the Huntsville Adult Education Program 80

LIST OF FIGURES

FIGURE PAGE

1 Individualized Career Decision-Making Chart 79

ABSTRACT

The purpose of the Huntsville Special 309(b) Project, "A Career Decision-Making Model Utilizing Adult Basic Education and Counseling for the Under/Unemployed Adult and Family," was to perfect a career decision-making model that could be used by an Adult Basic Education teacher to help the disadvantaged adult upgrade himself educationally and to make a realistic career decision based upon his and his family's personal value system. Once the adult has selected his intended career goal, the model could be used to help the disadvantaged adult determine the best route to reach his selected career.

The project was funded for the year July 1, 1973 to June 30, 1974, and was an integral part of the total Adult Education Program operated by the City Board of Education, Huntsville, Alabama. It was developed and funded for primary impact in the Model Neighborhood Area in Huntsville.

Being surrounded by an affluent society made it even more difficult for the uneducated, undereducated, untrained, underemployed, and unemployed adult to compete for better jobs and improve their standard of living. Even though Huntsville offered secondary, post-secondary, and higher education, as well as vocational training, the disadvantaged adult usually found himself unable to compete in the highly technical setting. Furthermore, because of the lack of assistance in planning and career information, he was unable to avail himself of training

that could provide vocational skills necessary for gainful employment. There was no agency that offered guidance in career decision-making to match skills, attitudes, aptitude, and motivation to productive career planning and accomplishments.

Funds provided through the Special 309(b) Project enabled these adults to receive guidance in career decision-making and career attitude development. As the learners enrolled in Adult Basic Education, if they were interested in improving their employability, they were assigned to one of the three guidance counselors provided by this project. The counselors maintained a minimum case load of 17 families, and helped the adult learner and his family learn about themselves, using the thinking process inherent in the Career Decision-Making Model.

Program related activities were in several locations due to the many special components provided by the project. For adults who could be encouraged to come to the Adult Learning Center, most of the Adult Basic Education personalized instruction was provided there.

The mobile unit instructional van, a 22-foot Winnebago, was built special to accommodate the needs of the van-based and home-based adult learners. Besides providing home-based instruction, personnel from the mobile van conducted classes at the Madision County Jail. Adult education evening classes were held in four locations. The three career counselors were housed in a portable office facility provided by the City Board of Education, located behind the Adult Learning Center.

Outside consultants were utilized during the in-serve training workshops. Weekly meetings were held for professionals and paraprofessionals to discuss problems and to assess their own individual progress, as well as that of the project.

A total of 4,690 adult learners were served during the year. A total of $203,091.00 was expended by the Huntsville Adult Education Program last year, for an average expenditure of $43.30 per person. In addition to the $98,000.00 grant from Special 309(b) funds, monies were also received from eight additional agencies. This commingling of funds enabled the Huntsville Adult Education Program to offer an expanded program to the adults of Huntsville.

Enrollment increased in the Adult Education Program from 3,917 last year to 4,690 this year. This included 285 adults utilizing the Mobile Van and 193 adults receiving career counseling services. A total of 555 ABE enrollees passed the GED test.

Plans are already underway to continue to serve the adult population in Huntsville. The experience gained during this project will enable the professional staff, paraprofessionals, and volunteers to continue to improve the services provided Huntsville adults. This combination of talent and effort proved to be a successful venture in completing this Special 309(b) Project, and is already showing signs of the same for the coming year.

I. INTRODUCTION

Purpose

This Special 309(b) Project, "A Career Decision Making Model Utilizing Adult Basic Education and Counseling for the Under/Unemployed Adult and Family," was funded for the year July 1, 1973 to June 30, 1974, and was an integral part of the total Adult Education Program operated by the City Board of Education, Huntsville, Alabama.

The purpose of this project was to perfect a career decision-making model that could be used by an Adult Basic Education teacher to help the disadvantaged adult upgrade himself educationally and to make a realistic career decision based upon his and his family's personal value system. Once the adult has selected his intended career goal, the model could be used to help the disadvantaged adult determine the best route to reach his selected career.

Methodology

This final evaluation of the Special 309(b) Project attempts to illustrate how the project was interphased with the total Adult Education Program to (1) achieve the stated objectives of the project as spelled out in the proposal, and (2) improve the total Adult Education Program in Huntsville.

The evaluators visited the project four times during the year for program observation and review and consultation with the project staff. The publication, "Preparing Evaluation Reports, A Guide for Authors," U.S. Department of Health, Education, and Welfare, U.S. Office of Education, was used as the primary guide for conducting the evaluation.

The Project Director, Mrs. Bobbie Walden, Huntsville City Adult Education Program, and her staff furnished the evaluators with data for the process evaluation phase of the entire evaluation. Demographic data from the 1970 U.S. Census and surveys made by the Model Cities Agency in Huntsville were used in the context section of the evaluation.

This final evaluation consists of five major parts: (1) Introduction, (2) Context, (3) Program Description, (4) Evaluation, and (5) Recommendations.

II. THE CONTEXT

The Locale

Huntsville, located just 85 miles north of Birmingham, is one of four Alabama cities with over 100,000 population, and is served by three major airlines, two buslines, railways and the inland water docks and river transportation of the Tennessee River, as well as five major highways. Huntsville is the Madison County seat, in the heart of the Tennessee Valley. (See map, Appendix A)

Although predominantly a society of highly-educated, well-paid technical and professional workers, Huntsville is a city of many dichotomies, several of which are discussed herein. Madison County's population increased 59 percent from 1960 to 1970. With an area of 803 square miles and a population of 186,540 in 1970, Madison County represented five percent of Alabama's total population. Huntsville, with an area of 109.1 square miles, and a population of 136,802, makes up 73.9 percent of the Madison County population, as shown in Table 1.

As indicated by the 1970 census, 26.4 percent of Alabama's population is non-white, compared with only 12.5 percent in Huntsville. The Model Neighborhood Area (MNA) in Huntsville (See Appendix B), however, is 73.2 percent black. The total MNA population was black. The total MNA population was 9,464 of which 5,554 (58.5 percent) were female.

The racial structure in Huntsville has changed very little during the past decade. Although the number of blacks in Huntsville has grown from 10,091 in 1960 to 17,283 in 1970, the percentage of blacks in the

BEST COPY AVAILABLE

total population dropped from 13.9 percent to 12.5 percent. Table 2 shows the population in Huntsville by color for 1960 and 1970. Table 3 shows the number of MNA residents by age, sex and race.

TABLE 1

POPULATION IN ALABAMA, MADISON COUNTY,
AND HUNTSVILLE IN 1970

	POPULATION				
	TOTAL 1970	URBAN		RURAL	
		TOTAL	% OF TOTAL	TOTAL	% OF TOTAL
Alabama	3,444,165	2,011,941	58.4	1,432,224	41.6
Madison County	186,540	146,565	78.6	39,975	21.4
Huntsville	137,802	---	---	---	---

Source: U. S. Department of Commerce, The Bureau of the Census, General Social and Economic Characteristics, Alabama, 1970.

TABLE 2

HUNTSVILLE POPULATION BY COLOR, 1960 AND 1970

YEAR	TOTAL POPULATION	WHITE		NON-WHITE	
		NUMBER	% OF TOTAL	NUMBER	% OF TOTAL
1960	72,365	62,274	86.1	10,091	13.9
1970	137,802	120,512	87.5	17,283	12.5

Source: U. S. Department of Commerce, The Bureau of the Census, General Social and Economic Characteristics, Alabama, 1970.

TABLE 3

NUMBER OF MODEL NEIGHBORHOOD AREA RESIDENTS
BY AGE, SEX AND RACE IN 1972

	SEX		RACE	
AGE IN YEARS	MALE	FEMALE	BLACK	WHITE
Under 3	225	231	361	95
3 to 5	238	258	419	87
6 to 13	767	867	1321	313
14 to 17	460	535	799	196
18 to 21	341	337	487	191
22 to 24	152	240	285	107
25 to 44	583	1021	1153	451
45 to 49	222	354	422	154
50 to 64	550	881	950	431
65 and over	397	820	750	467
Subtotals	3935	5554	6947	2542
Totals	9489		9489	

Source: Shared Information System, City Demonstration Agency, August, 1972.

Huntsville, primarily an agricultural-based community during the early 1950's, has developed into a complex urban society in less than two decades. Although agriculture still accounts for over $30 million annually in agricultural income in Madison County, other business and industrial complexes now dominate the employment patterns in Huntsville and Madison County.

The George C. Marshall Space Flight Center, local aerospace industry, and the Army Missile Command employ over 35,000 persons. Government involvement in the space industry has drawn many people to the Huntsville area, however, in recent years, there has been a slowing down of the space program and Huntsville and Madison County residents have felt the effects of this reduction phase. One third (33.4 percent) of the employed persons in Huntsville are government workers, while 23.1 percent are employed in manufacturing industries.[1]

Table 4 shows the employment status by sex for all persons 16 years and over in Huntsville. Table 5 shows the same data for the black population in Huntsville. Approximately 86 percent of all males in Huntsville, 16 years old and over, are in the labor force, while 42.9 percent of all females in the same age range are in the labor force. For the black population in Huntsville, a greater percentage of black females are in the labor force compared to the total female labor force. Compared with the total male labor force, however, a smaller percentage of black males (72.9 percent) are in the labor force.

The unemployment percentage for all males in the civilian work force in Huntsville is 3.7. The unemployment percentage for black males is 8.3, almost twice as high as for the total population of those 16 years old and over.

Although the unemployment percentage for black females is higher than the overall percentage for all females, the difference is not as great as that between all males and black males.

Table 6 illustrates the percentage of persons ~~in the~~ labor force by age and sex. Except for the age group 65 and over, a smaller percentage of the black males, compared with all males, are in the labor

---

[1] U. S. Department of Commerce, the Bureau of the Census, General Social and Economic Characteristics, Alabama, 1970.

BEST COPY AVAILABLE

TABLE 4

EMPLOYMENT STATUS OF ALL PERSONS 16 YEARS AND OVER
BY SEX IN HUNTSVILLE

	TOTAL	MALE		FEMALE	
	NO.	NO.	%	NO.	%
Total Number Persons 16 Years and Over	88,255	41,927	-	46,328	-
In Labor Force	55,790	35,899	85.6	19,891	42.9
In Armed Force	1,745	1,687	4.0	58	0.1
In Civilian Labor Force	54,045	34,121	81.6	19,[illegible]	42.8
Employed	51,730	32,957	96.3	18,773	94.7
Unemployed	2,315	1,255	3.7	1,060	5.3

Source: U. S. Department of Commerce, The Bureau of the Census, General Social and Economic Characteristics, Alabama, 1970.

TABLE 5

EMPLOYMENT STATUS OF BLACKS, 16 YEARS OLD AND OVER
BY SEX IN HUNTSVILLE

	TOTAL	MALE		FEMALE	
	NO.	NO.	%	NO	%
Total Number Persons 16 Years Old and Over	10,027	4,377	-	5,560	-
In Labor Force	6,077	3,195	72.9	2,882	51.0
In Civilian Labor Force	5,951	3,069	70.1	2,882	51.0
Employed	5, 5,474	2,813	91.7	2,661	92.3
Unemployed	477	256	8.3	221	7.7

Source: U. S. Department of Commerce, The Bureau of the Census. General Social and Economic Characteristics, Alabama, 1970.

BEST COPY AVAILABLE

force in Huntsville. The reverse is true for females in the labor force. For ages 22-64, a higher percentage of black females were in the labor force.

Madison County has 6.4 percent of the State's total labor force and 5.4 percent of the State's unemployment. Unlike 23 of the 67 counties in the State, Huntsville's percentage of the State's total unemployment has not yet surpassed its percentage of the total work force. It is interesting to note that only two of the four major metropolitan areas fall in this category, Huntsville and Montgomery.

TABLE 6

PERCENTAGE OF PERSONS IN THE LABOR FORCE BY AGE AND SEX

AGE GROUP	TOTAL POPULATION IN HUNTSVILLE		BLACK POPULATION IN HUNTSVILLE	
	MALE	FEMALE	MALE	FEMALE
16 - 17	36.9	15.8	11.8	9.9
18 - 19	63.9	49.4	56.0	32.7
20 - 21	82.0	59.0	69.2	53.0
22 - 24	92.9	59.2	83.6	62.9
25 - 34	96.6	45.1	87.5	69.2
35 - 44	97.0	44.6	90.3	64.2
45 - 64	90.6	46.6	85.0	58.1
65 and over	26.4	11.3	28.8	10.7

Source: U. S. Department of Commerce, The Bureau of the Census, General Social and Economic Characteristics, Alabama, 1970.

Table 7 shows the percentage of MNA residents employed in five major occupational categories by race and sex. The largest percentage of the black's (41.5 percent) are employed as laborers, and over half (51.5 percent) of all residents are employed in this area.

Table 8 shows the poverty status in 1969 of families and persons for all income levels and indicates that 16.4 percent of the black

BEST COPY AVAILABLE

TABLE 7

OCCUPATION BY RACE AND SEX OF MODEL NEIGHBORHOOD AREA RESIDENTS

	PERCENTAGES		
CATEGORY	SEX	RACE	TOTAL
Managers, Professionals, Technical			9.4
Black		4.7	
Male	2.5		
Female	2.2		
White		4.7	
Male	3.7		
Female	1.0		
Clerical, Sales			13.3
Black		7.6	
Male	1.6		
Female	6.0		
White		5.7	
Male	2.5		
Female	3.2		
Craftsmen, Operatives			25.1
Black		12.3	
Male	9.2		
Female	3.0		
White		12.8	
Male	10.9		
Female	2.0		
Laborer, Service			51.5
Black		41.5	
Male	23.2		
Female	18.3		
White		10.0	
Male	4.4		
Female	5.6		
Farm, Other Unclassified			.7
Black		.3	
Male	.3		
Female	.0		
White		.4	
Male	.2		
Female	.2		
TOTALS	100.0%	100.0%	100.0%

Source: Shared Information System, City Demonstration Agency, August, 1972.

BEST COPY AVAILABLE

TABLE 8

POVERTY STATUS IN 1969 OF ALL FAMILIES AND PERSONS AND OF BLACK FAMILIES AND PERSONS IN HUNTSVILLE FOR ALL INCOME LEVELS

	FAMILIES AND PERSONS	BLACK FAMILIES AND PERSONS
Total Number of Families	35,688	3,699
% receiving public assistance	3.4	16.4
Average size of family	3.65	4.19
No. of Families with Female Head	3,663	1,132
% of families with female Head	10.3	30.6
With children under 18	2,649	892
With children under 6	1,027	445
% In labor force	51.7	39.3
Total Number of Persons	137,297	16,597
% receiving social security	4.5	6.9
% of persons 65 and over	4.2	6.6
% receiving social security	70.4	66.6

Source: U. S. Department of Commerce, The Bureau of the Census, General Social and Economic Characteristics, Alabama, 1970.

families and 3.4 percent of all families receive some form of public assistance. Table 9 further indicates the poverty status of all families with less than poverty level income. For families with less than poverty level income, 33.8 percent of the black families and 19.8 percent of all families receive public assistance.

Table 10 shows the percentage of MNA households by income level. Approximately 32.2 percent of the households have less than poverty level income. The largest percentage of households fall in the $4,000 to $4,999 income bracket.

While 30.6 percent of black families for all income levels have a female head of the family, 52.5 percent of the black families with less than poverty level income have a female head. Approximately 39 percent of the black female heads of the family, for both less than poverty level income and all income levels, are in the labor force. (See Tables

BEST COPY AVAILABLE

TABLE 9

POVERTY STATUS IN 1969 OF ALL FAMILIES AND PERSONS AND BLACK FAMILIES AND PERSONS IN HUNTSVILLE WITH LESS THAN POVERTY LEVEL INCOME

	FAMILIES AND PERSONS	BLACK FAMILIES AND PERSONS
Total Number of Families	3,154	1,353
% of all families	8.8	36.5
% receiving public assistance	19.8	33.8
Average size of family	3.97	4.6
Mean family income	$1,924	$2,125
No. of Families with Female Head	1,349	710
% of families with female head	42.8	52.5
With children under 18	1,162	613
With children under 6	606	351
% in labor force	17.1	39
Total Number of Persons	14,710	6,865
% receiving social security	12.5	8.1
% of persons 65 and over	12.9	8.8
% receiving social security	69.8	63.1

Source: U. S. Department of Commerce, The Bureau of the Census, General Social and Economic Characteristics, Alabama, 1970.

TABLE 10

PERCENTAGE OF MODEL NEIGHBORHOOD AREA RESIDENTS BY HOUSEHOLD INCOME LEVEL

HOUSEHOLD INCOME LEVELS	ESTIMATED PERCENTAGES
$ 0 - $1,999	21.6
$ 2,000 - $2,999	10.6
$ 3,000 - $3,999	13.5
$ 4,000 - $4,999	26.2
$ 5,000 - $6,999	7.9
$ 7,000 - $9,999	6.7
$10,000 - $14,999	5.9
$15,000 - $24,999	1.8
$25,000 +	5.9
TOTAL	100.0%

Source: Shared Information System, City Demonstrated Agency, August, 1972.

10 and 11). Table 11 shows that while 39.5 percent of the black families in the MNA have a female head of the family, only 11.6 percent of the white families have female heads.

Although the average annual family income in Huntsville was $1,859 above the national average, 8.8 percent of all families, and 36.6 percent of black families have less than poverty level income. Considering the affluency of the total population in Huntsville, this fact is even more significant when discussing the need for improved and increased educational opportunities for the residents with lower incomes.

TABLE 11

PERCENTAGE OF MODEL NEIGHBORHOOD AREA FAMILIES BY RACE AND TYPE

FAMILIES	PERCENTAGES
Black	
Husband-Wife	24.0
Other Male	6.9
Female	39.5
White	
Husband-Wife	15.5
Other Male	2.5
Female	11.6

Source: Shared Information System, City Demonstrated Agency, August, 1972.

The School System

The Huntsville Public School System operates a total of 40 schools which includes: five high schools, an area vocational-technical center, nine junior high schools, and 25 elementary schools.[2] In addition to these schools, a comprehensive Adult Education Program operates through the Adult Learning Center located on the grounds of Stone Junior High School. The Adult Learning Center serves all segments of the population.

Tables 12-15 contain data on the educational status of the general population, the Negro population and the residents of the Model Neighborhood area in Huntsville. These data are intended to give a brief overview of the level of educational attainment for each of these segments of the population and the population in general.

The median number of school years completed by persons 25 years old and over in Huntsville is 12.6, the highest in the state. The median number of school years completed by males is 13.0 and for females 12.4. Table 12 compares these figures with those for blacks in Huntsville. Black males and females have completed 9.6 and 9.3 median school years respectively. Approximately one-third of the black males have completed high school; 62.0 percent of the total population have four years of high school or more. Tables 13 and 14 show more detailed information for Huntsville's population.

Table 15 indicates that 74.8 percent of the residents in the MNA have less than a high school education, and 18 percent have less than four years of formal education. The table also shows more detailed information about the educational levels of MNA residents by age groups.

---

[2] Educational Directory 1972-1973, State of Alabama, Department of Education, Bulletin 1973, No. 1, pp. 249-250.

TABLE 12

MEDIAN SCHOOL YEARS COMPLETED FOR HUNTSVILLE POPULATION IN GENERAL AND THE BLACK POPULATION BY SEX

	TOTAL PERSONS 25 YEARS AND OVER	MALES, 25 YEARS OLD AND OVER	FEMALE, 25 YEARS OLD AND OVER
Population in General	12.6	13.0	12.4
Black Population	–	9.6	9.3
Difference		3.4	3.1

Source: U. S. Department of Commerce, The Bureau of the Census, General Social and Economic Characteristics, Alabama, 1970.

TABLE 13

PERCENT OF POPULATION BY LEVEL OF SCHOOL COMPLETED

	TOTAL PERSONS
Total Persons 25 and Over	69,613
Less than five years of elementary school	4.7
Less than one year of high school	17.2
Four years of high school or more	69.8
Four years of college or more	22.3
Total persons 18 to 24 Years Old	13,518
Four years of high school or more	62.0
Four years of college or more	8.6

Source: U. S. Department of Commerce, The Bureau of the Census, General Social and Economic Characteristics, Alabama, 1970.

The Special 309(b) Project, which operates as part of a comprehensive Adult Education Program, was funded and developed for primary impact in the Model Neighborhood area in Huntsville. The proposal was designed primarily to perfect a career decision-making model that can be used by

TABLE 14

BEST COPY AVAILABLE

YEARS OF SCHOOL COMPLETED BY BLACKS 25 YEARS OLD AND OVER IN HUNTSVILLE BY SEX

	TOTAL	MALE		FEMALE	
		NO.	%	NO.	%
Total No. Persons 25 Years Old and Over	7160	3063		4097	
No. School Years Completed	194	84	2.7	110	2.7
Elementary School					
1 - 4 Years	978	469	15.3	509	12.6
5 - 7 Years	1507	598	19.5	909	22.2
8 Years	679	244	8.0	435	10.7
High School					
1 - 3 Years	1567	640	20.9	927	22.9
4 Years	983	425	13.9	558	13.8
College					
1 - 3 Years	427	237	7.7	190	4.7
4 Years or more	825	366	11.9	459	11.3
Percent High School Graduates	31.2	33.6		29.5	

Source: U. S. Department of Commerce, The Bureau of the Census, General Social and Economic Characteristics, Alabama, 1970.

an Adult Basic Education teacher to help the disadvantaged adult upgrade himself educationally and to make a realistic career decision based upon his and his family's personal value system. Once the adult has selected his intended career goal, the model can be used to help the disadvantaged adult determine the best route to reach his selected career.

Through the use of this model, an uneducated, unemployed, or underemployed adult who enters an Adult Basic Education class may achieve his educational goal, choose a career that matches his goals, and pursue the proper training with no additional expense to the educational budget.

The Adult Learning Center in Huntsville is located in the Model Neighborhood Area. A Mobile Learning Van was also used for home-centered instruction (Appendix C).

TABLE 15

EDUCATION BY AGE FOR MODEL NEIGHBORHOOD AREA RESIDENTS

EDUCATION	PERCENTAGE OF MNA POPULATION (9,489)	
0-4 Years School		18.0
18-24 Years Old	.2	
24-49 Years Old	3.4	
50-Above Years	14.4	
5-7 Years School		21.3
18-24 Years Old	1.1	
24-49 Years Old	7.1	
50-Above Years	13.1	
8-11 Years School		35.5
18-24 Years Old	7.5	
25-49 Years Old	16.5	
50-Above Years	11.5	
12-14 Years School		20.4
18-24 Years Old	8.3	
24-49 Years Old	8.3	
50-Above Years	3.8	
15-Up Years School		4.8
18-24 Years Old	.9	
25-49 Years Old	1.7	
50-Above Years	2.2	
TOTALS	100.0%	100.0%

Source: Shared Information System, City Demonstration Agency, August, 1972.

Special Factors

Annual participation in the Huntsville Adult Education Program has grown from 250 learners in 1969 to 5,100 in 1974. Last year, 506 participants successfully completed requirements for the high school equivalency certificate (GED).

The success of the program was so great that almost immediately additional space and personnel were needed. It was recognized that the high employment rate among the black population was due, at least partially, to the low level of educational achievement. Being surrounded by an affluent society made it even more difficult for the uneducated, undereducated, untrained, underemployed, and unemployed adult to compete for better jobs and improve their standard of living.

Although by any criteria, the Adult Education program of Huntsville has been, and is, a success, it was not complete because the economic level of the majority of the Adult Basic Education learners had not been changed.

Even though Huntsville offered secondary, post-secondary, and higher education, as well as vocational training, the disadvantaged adult usually found himself unable to compete in the highly technical setting. Furthermore, because of the lack of assistance in planning and career information, he was unable to avail himself of training that could provide vocational skills necessary for gainful employment. There was no agency that offered guidance in career decision-making to match skills, attitudes, aptitude, and motivation to productive career planning and accomplishment.

It was urgent that the uneducated, undereducated, untrained, underemployed, and unemployed adult receive guidance in career decision-making and career attitude development. The typical disadvantaged adult has attitudes that are not highly motivated toward self-achievement, self-development, and success. Consequently, it appeared that if these inadequacies were to be overcome, a prime requisite would be a well-defined plan for counseling to develop realistic academic and career goals, with the end result being employment for the adult. The Special 309(b) Project was directed at this problem.

As the learners enrolled in Adult Basic Education, if they were interested in improving their employability, they were assigned to one of the three career guidance counselors provided by this project. Data concerning the clients was secured and evaluated by the counselors, who maintained a minimum case load of 17 families. The counselor then began to help the adult learner and his family learn about themselves, using the thinking process inherent in the Career Decison-Making Model.

It was necessary to secure the cooperation of several agencies at the federal, state, and local levels to insure success for the Huntsville Adult Education Program. Funds were received from Section 309(b) of the Adult Education Act, State Department of Education (Adult Basic Education), Model Cities, Tennessee Valley Authority, and the Huntsville City Board of Education. In addition to these agencies who provided funds, several agencies cooperated in making the educational program a success.

III. PROGRAM DESCRIPTION

Scope of the Program

The Huntsville Adult Education Program has rightfully directed its energies first toward Adult Basic Education and career counseling, and second toward continuing education. The administration and the staff have attempted to keep these priorities in mind and have tried to develop, initiate and implement programs from this prospective. The total Huntsville Adult Education Program will be described in this report while zeroing in on this Special 309(b) Project. It was felt by the evaluators that this attempt would be the most feasible way of illustrating most completely how the project was interphased with the total efforts of the Huntsville City System as they attempted to deal with their felt responsibilities for adult education.

The purpose of this project was to perfect a career decision-making model that could be used by an Adult Basic Education teacher to help the disadvantaged adult upgrade himself educationally and to make a realistic career decision based upon his and his family's personal value system. Once the adult has selected his intended career goal, the model could be used to help the disadvantaged adult determine the best route to reach his selected career.

Total Adult Education Program

The following charts and/or tables illustrate the (1) number, (2) kinds and (3) characteristics of adult learners who were served by the total adult program from July 1, 1973 through June 30, 1974.

Table 16 shows the number and percent of adult learners in the Huntsville Adult Education Program by race. This Table presents an interesting picture since Huntsville's black population is 12.5 percent of the total population. This means that the Adult Education Program reached 2 percent of the white population, and 8 percent of the black population, or four times as many blacks as whites participated in the program based upon the percentage of population.

TABLE 16

NUMBER AND PERCENT BY RACE OF ADULT LEARNERS IN THE HUNTSVILLE ADULT PROGRAM

RACE	PROGRAM	PERCENT
White	2760	58.8
Black	1426	30.4
Other	504	10.8
TOTAL	4690	100.0

Table 17 demonstrates adult enrollment by age group, sex, race and selected ethnic groups who participated in the total Huntsville Adult Education Program.

Table 18 illustrates the breakdown by sex of the total 4,690 participating adults served by the Huntsville Adult Education Program from July 1, 1973 through June 30, 1974.

TABLE 17

NUMBER OF ADULT LEARNERS BY AGE GROUP, SEX, RACE AND SELECTED ETHNIC GROUPS

BEST COPY AVAILABLE

AGE GROUP	SEX	WHITE (other than Spanish surnamed)	BLACK	SPANISH SURNAMED (Cubans, Mexican-Americans, Puerto Ricans)	AMERICAN INDIAN	ORIENTAL	OTHER	TOTAL
16-24	Male	501	268	55	-	12	31	867
	Female	538	385	5	-	76	1	1005
25-34	Male	306	222	33	-	38	2	601
	Female	535	226	41	-	70	34	906
35-44	Male	224	56	6	-	18	3	307
	Female	326	107	9	-	40	13	495
45-54	Male	50	43	0	-	4	1	98
	Female	173	60	5	-	5	0	243
55-64	Male	38	2	0	-	0	0	40
	Female	57	24	1	-	0	0	82
65 and over	Male	7	6	0	-	0	0	13
	Female	5	27	0	1	0	0	33
TOTAL		2760	1426	155	1	263	85	4690

TABLE 18

NUMBER AND PERCENT BY SEX OF ADULT LEARNERS IN THE HUNTSVILLE ADULT EDUCATION PROGRAM

SEX	NUMBER	PERCENT
Male	1926	41.1
Female	2764	58.9
TOTAL	4690	100.0%

Table 19 shows the total enrollment in the Huntsville Adult Education Program by school or location.

TABLE 19

TOTAL ENROLLMENT IN HUNTSVILLE ADULT EDUCATION PROGRAM BY SCHOOL OR LOCATION

SCHOOL OR LOCATION	ENROLLMENT
School Building Elem./Jr.	600
Learning Center	3514
Correctional Institute	174
Work Site	43
Other	359
TOTAL	4690

Table 20 shows Huntsville Adult Education participants progress and separation data by instructional level.

TABLE 20

INSTRUCTIONAL LEVEL	NUMBER OF PARTICIPANTS WHO: STARTED AT EACH LEVEL	STARTED AT EACH LEVEL AND COMPLETED THAT LEVEL	STARTED AT A LOWER LEVEL AND COMPLETED A HIGHER LEVEL	SEPARATED FROM EACH LEVEL
1. BEGINNING	2781	1128		493
2. INTERMEDIATE	1909	906	504	726
3. ADVANCED				-0-
4. TOTAL	4690	2034	504	1219

Table 21 shows the various sources from which learners heard about the adult education program.

Shown in Table 22, in broad categories, is the number of visitors to the Adult Learning Resource Center.

Mobile Van Data

The following charts and tables illustrate the (1) number, (2) kinds, and (3) characteristics of the participants served by the mobile van from July 1, 1973 through June 30, 1974: (Data are presented on the total Huntsville Adult Education Program to facilitate the comparison of characteristics of all adult learners).

TABLE 21

HOW LEARNERS HEARD ABOUT ADULT EDUCATION

	LEARNING VAN	STONE ABE	STONE MODEL CITIES PREVOCATIONAL	CAVALRY HILL CENTER, ABE AND PRE-VOCATIONAL
Volunteer Recruiter	4%	2%	2%	2%
Radio	0	6%	5%	11%
TV	5%	10%	8%	10%
Newspaper	1%	23%	19%	10%
Teacher	2%	3%	2%	5%
Teacher Aide	1%	0	0	2%
Friend/Neighbor	7%	22%	33%	30%
Family	1%	8%	9%	8%
Poster/Printed info	0	9%	13%	11%
Agency Referral	5%	1%	2%	1%
Other	0	2%	2%	2%
Unknown	3%	13%	3%	6%
Learning Van	62%	1%	2%	2%

TABLE 22

NUMBER OF VISITORS TO ADULT LEARNING RESOURCE CENTER

Visitors	793
Local Educators	230
In-State Educators	227
Out-of-State Educators	161
*Lay Persons	175

*Number lower than last year because no events such as "open house" were held

Table 23 shows the number of adults utilizing the mobile van by race and sex.

TABLE 23

NUMBER OF ADULTS UTILIZING
MOBILE VAN BY RACE AND SEX

SEX	WHITE	BLACK	OTHER
Male	13	27	1
Female	79	159	6

Table 24 illustrates the number of adults utilizing the mobile van by age group. It is interesting to note that a large percent of the adults utilizing the van (home centered motivation) are young adults, ages 18-34.

TABLE 24

NUMBER OF ADULTS UTILIZING MOBILE
VAN BY AGE GROUP

AGE GROUP	NUMBER	PERCENTAGE
18-24	126	44.2
25-34	56	19.7
35-44	36	12.6
45-54	20	7.0
55-64	26	9.1
65 and Over	21	7.4
TOTAL	285	

Table 25 indicates the employment status of adult enrollees utilizing mobile van.

TABLE 25

EMPLOYMENT STATUS OF ADULT ENROLLEES UTILIZING MOBILE VAN

EMPLOYMENT STATUS	NUMBER
Employed	81
Unemployed	204
TOTAL	285

Table 26 indicates the number of mobile van enrollees by the type of public assistance they receive. It is interesting to note that the van and the program are not just for adults on public assistance, as indicated by the fact that a large number (more than half) of the participants received no public assistance.

TABLE 26

NUMBER OF MOBILE VAN ENROLLEES BY THE TYPE OF PUBLIC ASSISTANCE THEY RECEIVE

TYPE PUBLIC ASSISTANCE	NUMBER
Welfare	65
Social Security	35
OASI	10
Other	0
No Assistance	175

Table 27 illustrates the annual income of adults utilizing the mobile van.

TABLE 27

ANNUAL INCOME OF ADULTS UTILIZING THE MOBILE VAN

INCOME CATEGORIES IN DOLLARS	NUMBER
0-1,500	255
1,500-3,000	13
3,000-5,000	12
over 5,000	5
TOTAL	285

Table 28 demonstrates the grade level of the adults utilizing the mobile van.

TABLE 28

GRADE LEVEL OF ADULTS UTILIZING MOBILE VAN

GRADE LEVEL COMPLETED ON ENTERING PROGRAM	NUMBER	PERCENT
Level I (1-4)	213	74.7
Level II (5-8)	72	25.3
TOTAL	285	100.0%

Table 29 shows the major reasons the adult learners utilizing the mobile van gave for enrolling in the Adult Basic Education Program.

TABLE 29

MAJOR REASONS INDICATED BY ADULTS UTILIZING MOBILE VAN FOR ENROLLING IN ADULT BASIC EDUCATION CLASS

REASON INDICATED FOR ENROLLING	NUMBER
To get job	120
To get a better job	0
Social	20
Self-improvement	130
Other	15
TOTAL	285

Table 30 shows the total number, by sex, of adult learners studying in Van or in home.

TABLE 30

TOTAL NUMBER, BY SEX, OF ADULT LEARNERS STUDYING IN VAN AND IN HOME

SEX	NO. STUDYING IN MOBILE VAN	NO. STUDYING IN PRIVATE HOMES
Male	30	11
Female	180	64

Table 31 shows the number of adults utilizing the mobile van who continue their education in other adult classes.

TABLE 31

NUMBER OF ADULTS UTILIZING MOBILE VAN WHO CONTINUED IN OTHER ADULT CLASSES

TOTAL NO. UTILIZING MOBILE VAN	NO. ENROLLED AT ADULT LEARNING RESOURCE CENTER	NO. ENROLLED IN EVENING ADULT CLASSES
285	9	6

Table 32 gives recruitment data concerning adults who are using the mobile van.

TABLE 32

RECRUITMENT OF ADULTS USING MOBILE VAN

NUMBER OF PEOPLE IN TOTAL PROGRAM UTILIZED TO RECRUIT ADULTS	TOTAL NO. OF CONTACTS MADE	TOTAL NO. OF PERSONS RECRUITED	NO. PERSONS UTILIZING VAN BACK FROM LAST YEAR
43 (includes 35 volunteers)	1425	669	92

Table 33 shows, at the rate of one hour per week, the total annual hours of instruction each adult learner received via the mobile van.

TABLE 33

ANNUAL HOURS OF INSTRUCTION MOBILE VAN
ADULT LEARNERS RECEIVED

(1 Hour Per Week)

TOTAL ANNUAL HOURS	NUMBER OF LEARNERS
1-5	144
6-10	38
11-15	38
16-20	14
21-25	7
26-30	31
31-35	13
TOTAL	285

Community agencies and businesses involved in work of adult learning van included:

Alabama State Employment Office

Alabama State Pensions & Securities

Alabama State Vocational Rehabilitation

Alabama Law Enforcement Planning Agency

Church Women United

Huntsville Opportunity Program for Elderly

Huntsville Public Library

Madison County Health Department

Madison County Sheriffs Department

Martin Stamping & Stove

Retired Senior Volunteer Program

Top of Alabama Regional Council of Governments

Volunteers in Service to America

Voluntary Action Center

Opportunity Center

Career Counseling Services Data

The following charts and/or tables illustrate the (1) number, (2) kinds, and (3) characteristics of adult learners who received career counseling services from July 1, 1973 through June 30, 1974.

Table 34 shows how those adults receiving career counseling services heard about the adult education program.

TABLE 34

HOW ADULTS RECEIVING CAREER COUNSELING SERVICES HEARD ABOUT THE ADULT EDUCATION PROGRAM

ITEM	NUMBER	PERCENT
Recruiter	10	5.2
Radio	18	9.3
Television	20	10.4
Newspaper	11	5.7
Teacher	8	4.1
Teacher Aide	12	6.2
Friend or Neighbor	22	11.4
Family	12	6.2
Printed announcement (pamphlet, poster, billboard)	21	10.9
Adult Education Learning Van	18	9.3
Employment Service	21	10.9
Armed Forces	20	10.4

Table 35 shows by race and sex the total number of adult learners provided with career counseling services.

TABLE 35

TOTAL NUMBER OF ADULTS RECEIVING CAREER COUNSELING SERVICES BY SEX AND RACE

SEX	RACE		
	WHITE	BLACK	OTHER
Male	44	30	2
Female	56	56	5

Table 36 shows, by age group, the total number of adults receiving career counseling services.

TABLE 36

TOTAL NUMBER OF ADULTS RECEIVING CAREER COUNSELING SERVICES BY AGE GROUP

AGE GROUP	NUMBER OF ENROLLEES	PERCENT OF ENROLLEES
Under 18	7	3.6
18-24	47	24.3
25-34	61	31.6
35-44	54	28.0
45-54	14	7.3
55-64	6	3.1
65 and over	4	2.1

Shown in Table 37, by race, is the number of years those adults receiving career counseling services have lived in Alabama.

TABLE 37

NUMBER OF YEARS ADULTS RECEIVING CAREER COUNSELING SERVICES HAVE LIVED IN ALABAMA, BY RACE

NO. OF YEARS	NUMBER OF LEARNERS		
	WHITE	BLACK	OTHER
0-1	7	3	3
1-3	5		3
4-6	8	5	1
7-10	10	16	
Over 10	70	62	

Table 38 shows, by race and sex, the employment status of those adults receiving career counseling services.

TABLE 38

EMPLOYMENT STATUS OF ADULTS RECEIVING CAREER COUNSELING SERVICES BY RACE AND SEX

EMPLOYMENT STATUS	RACE					
	WHITE		BLACK		OTHER	
	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE
Employed	15	14	11	21	1	2
Unemployed	29	42	19	35	1	3

Table 39 shows the annual income by race and sex of adults receiving career counseling services.

TABLE 39

ANNUAL INCOME BY ROLE AND SEX OF ADULTS RECEIVING CAREER COUNSELING SERVICES

ANNUAL INCOME	NO. OF PEOPLE					
	WHITE		BLACK		OTHER	
	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE
0-$1500	11	17	8	30	1	4
$1500-$3000	4	13	3	8		
$3000-$5000	10	10	7	8		
More Than $5000	19	16	12	10	1	1

Table 40 shows membership in civic organizations by income level of adults receiving career counseling services.

TABLE 40

MEMBERSHIP IN CIVIC ORGANIZATIONS BY INCOME LEVEL OF ADULTS RECEIVING CAREER COUNSELING SERVICES

NUMBER OF CIVIC ORGANIZ-ATIONS	NUMBER OF ADULTS BY INCOME LEVEL							
	$0-$1500		$1500-$3000		$3000-$5000		OVER $5000	
	BEFORE	AFTER	BEFORE	AFTER	BEFORE	AFTER	BEFORE	AFTER
0	69	50	22	9	30	25	34	28
1	2	18	5	16	4	8	17	22
2		3	1	3	1	1	5	6
3 and over						1	3	3

Table 41 shows, by race, the number of people living in the homes of those adults receiving career counseling services.

TABLE 41

TOTAL NUMBER, BY RACE, OF PEOPLE LIVING IN HOME OF ADULTS RECEIVING CAREER COUNSELING SERVICES

TOTAL NUMBER OF PEOPLE LIVING IN HOME	NUMBER OF ADULT LEARNERS		
	WHITE	BLACK	OTHER
1	16	14	3
2	18	29	2
3	25	18	1
4	27	13	
5	9	9	1
6-8	4	1	
Over 8	1	2	

Table 42 shows, by race, the number of children of those adult learners receiving career counseling services.

TABLE 42

NUMBER OF CHILDREN BY RACE OF ADULTS RECEIVING CAREER COUNSELING SERVICES

NUMBER OF CHILDREN	ADULT LEARNERS BY RACE		
	WHITE	BLACK	OTHER
0	58	51	6
1	16	8	1
2	13	14	
3	7	8	
4	2	5	
5-7	4		
8 and Over			

Table 43 shows, by race, the number of enrollees receiving career counseling services who have children in school.

TABLE 43

NUMBER OF ADULTS RECEIVING CAREER COUNSELING SERVICES WITH CHILDREN IN SCHOOL, BY RACE

NUMBER OF CHILDREN IN SCHOOL	ADULT LEARNERS BY RACE		
	WHITE	BLACK	OTHER
0	73	68	7
1	10	6	
2	9	7	
3	4	3	
4	3	2	
5-7	1		
8 and Over			

Table 44 shows, by race and sex, the marital status of those adults receiving career counseling services.

TABLE 44

MARITAL STATUS OF ADULTS RECEIVING CAREER COUNSELING SERVICES, BY RACE AND SEX

MARITAL STATUS	ADULT LEARNERS					
	WHITE		BLACK		OTHER	
	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE
Married	23	30	13	28	1	3
Single	16	6	10	15	1	
Widowed	2	8	1	4		1
Divorced	2	8	3	3		
Separated	1	4	3	6		1

The number of adult learners receiving career counseling services, by grade level of education at the time of entering and exiting classes, is shown in Table 45.

TABLE 45

NUMBER OF ADULTS RECEIVING CAREER COUNSELING SERVICES BY EDUCATIONAL GRADE LEVEL AT TIME OF CLASS ENTRY AND EXIT

GRADE LEVEL	NUMBER OF ADULT LEARNERS					
	BLACK		WHITE		OTHER	
	ENTER	EXIT	ENTER	EXIT	ENTER	EXIT
0	9		2			
1-3	7	10	8	3		
4-6	24	12	41	31		
7-9	28	22	30	16		
10-12	15	20	10	23	4	
12	1	20	7	20	3	6
Over 12	2	2	2	7		1

Table 46 shows the number of adult learners receiving career counseling services who also received veterans benefits.

TABLE 46

NUMBER, BY RACE, OF ADULTS RECEIVING CAREER COUNSELING SERVICES WHO RECEIVED VETERANS BENEFITS

NUMBER ENROLLEES RECEIVING VETERANS BENEFITS	WHITE	BLACK	OTHER
	17	12	0

Table 47 shows, by race and sex, the number of adult learners receiving career counseling services who also received some type of public assistance.

TABLE 47

TYPE OF PUBLIC ASSISTANCE RECEIVED, BY RACE AND SEX, BY ADULTS RECEIVING CAREER COUNSELING SERVICES

TYPE OF PUBLIC ASSISTANCE	RACE					
	WHITE		BLACK		OTHER	
	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE
Welfare	2	3	6	24		
Social Security	6	15	3	8		
OASI			2			
No Assistance	36	38	19	24	2	5

Table 48 shows, by race and sex, the major reason given by adults receiving career counseling services for enrolling in Adult Basic Education programs.

TABLE 48

MAJOR REASON GIVEN BY ADULTS RECEIVING CAREER COUNSELING SERVICES FOR ENROLLING IN ADULT BASIC EDUCATION PROGRAM, BY RACE AND SEX

REASON FOR ENROLLING	NUMBER OF ADULT LEARNERS					
	WHITE		BLACK		OTHER	
	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE
To get a Job	22	36	13	26		1
To get a Better Job	11	13	6	11		1
Social				1		
Self-Improvement	6	6	7	14	1	3
Other	5	1	4	4	1	

Table 49 shows the tentative job or career objective stated by those 140 adults receiving career counseling services who indicated that they had enrolled to either get a job or to get a better job. Also shown is the educational level at time of entry, educational level needed to meet objective, and whether necessary educational level was met. The last two columns indicate whether the adult learner was employed, or got a better job as a result of this training.

Table 50 shows the total enrollment by type of class or program of those adults receiving career counseling services.

Table 51 shows the number of adults receiving career counseling services who were employed or received a job upgrading as a result of the program.

Table 52 shows the number of adults receiving career counseling services who were enrolled in another training program.

Table 53 shows the number of adults receiving career counseling services who took the GED, and passed it.

Table 54 shows, by race and sex, the grade level completed by adults receiving career counseling services.

The community agencies involved in this career counseling program included:

1. Alabama State Employment Service
2. Veterans Administration
3. Redstone Arsenal
4. Department of Pensions and Security
5. University of Alabama in Huntsville
6. Drake Technical College
7. Vocational Rehabilitation Service
8. Department of Health
9. Alabama A & M University
10. Madison County Jail
11. Huntsville Community Action Committee
12. Huntsville Model Cities Program
13. Federal Job Information Center
14. Calhoun State Community College

TABLE 49

NUMBER OF ADULT LEARNERS WHO GAVE REASON FOR ENROLLING
AND EDUCATIONAL LEVEL NEEDED AND MET TO ACHIEVE CAREER OBJECTIVE
(1) TO GET A JOB
(2) TO GET A BETTER JOB

STUDENT NUMBER	ADULT LEARNERS TENTATIVE JOB OR CAREER OBJECTIVE	REASON FOR ENROLLING		EDUCATIONAL LEVEL AT TIME OF ENTRY	EDUCATIONAL LEVEL NEEDED FOR OBJECTIVE	DID ADULT MEET NECESSARY EDUCATIONAL LEVEL		WAS ADULT EMPLOYED AS RESULT OF TRAINING		DID ADULT GET BETTER JOB AS RESULT OF TRAINING	
		1	2			YES	NO	YES	NO	YES	NO
54	Clerical	17	17	4-12	10-12	22	12	15	2	15	2
16	Armed Forces	13	6	1-12	10-12	12	7	8	5	5	1
18	Technical College	13	5	6-12	10-12	14	4	8	5	2	3
19	Junior College	11	3	6-12	12	8	6	9	2	0	3
12	Production	12	0	4-10	8-12	10	2	8	4	0	0
9	Skilled	5	4	6-11	8-12	3	6	2	3	3	1
15	Civil Service	12	3	6-12	8-12	11	4	5	7	2	1
4	Semi-skilled	4	0	4-9	6-11	2	2	2	2	0	0
13	Health Field	3	4	4-12	10-12	6	1	2	1	1	3
1	Building Trades	1	0	8	10	1	0	0	1	0	0
3	Graphic Arts	3	0	6-10	10-12	1	2	0	3	0	0
4	Police Work	4	0	6-10	12	0	4	2	2	0	0
	TOTALS	98	42			90	50	61	37	28	14

TABLE 50

ENROLLMENT OF ADULTS RECEIVING CAREER COUNSELING SERVICES
BY SCHOOL AND TYPE OF CLASS OR PROGRAM

School or Location	Enrollment By Type of Class							
	Adult Basic Education	English As A Second Language	Home Centered Instruction	Typing	Shorthand	Bookkeeping	G.E.D.	Educational Improvement To Enter Armed Forces
Adult Learning Center	26	5					25	10
Stone Junior High	16			9	7	9	11	
Calvary Hills Junior High	12			10	10	2	9	4
Mobile Van	3		4				1	
Prison	14						6	

TABLE 51

NUMBER OF ADULTS, BY RACE AND SEX, RECEIVING CAREER COUNSELING SERVICES WHO WERE EMPLOYED OR UPGRADED A JOB AS A RESULT OF PROGRAM

ENROLLEE	NUMBER EMPLOYED	NUMBER UPGRADED JOB
White Male	17	7
Non-White Male	12	6
White Female	16	6
Non-White Female	16	9

TABLE 52

NUMBER OF ADULTS, BY RACE AND SEX, RECEIVING CAREER COUNSELING SERVICES WHO WERE ENROLLED IN ANOTHER TRAINING PROGRAM

TRAINING PROGRAM	WHITE MALE	NON-WHITE MALE	WHITE FEMALE	NON-WHITE FEMALE
Manpower	5	1		4
University of Alabama in Huntsville	1		1	1
Calhoun Community College		7	4	3
Drake Technical College	4	3		1
OJT	3	1		
Alabama A & M				1

BEST COPY AVAILABLE

TABLE 53

NUMBER FROM CAREER COUNSELING PROGRAM TAKING AND PASSING GED

Total Number In Career Counseling Program	193
Number From Program Taking GED	42
Number From Program Passing GED	42

TABLE 54

GRADE LEVEL ADULTS RECEIVING CAREER COUNSELING SERVICES COMPLETED, BY RACE AND SEX

GRADE LEVEL COMPLETED	NUMBER OF ADULT LEARNERS					
	WHITE		BLACK		OTHER	
	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE
Level I (1-4)	4	7	2	8		
Level II (5-8)	27	38	19	43	1	2
GED	13	11	9	5	1	3

Objectives

The specific objectives directly related to the project were:

a. To increase the percentage of enrollees in the ABE program who completed the GED requirements be five to twenty per cent.

b. To take the disadvantaged, uneducated, unemployed, or underemployed adult to an educational level necessary for entry into a career, or additional training for a specific industry.

c. To provide career counseling services which involve the entire family in the establishment of the disadvantaged learner's career goals based upon the motivation and realistic abilities of the family unit. This objective was to be evaluated in terms of the following criteria:

   (1) A minimum of 120 families be provided with these counseling services.

   (2) An increase of 20% in employment or job up-grading over the 1972-73 figures.

   (3) A positive change in the children's attitude toward school and career planning as reflected by their attendance and achievement in school.

d. To secure and train three career guidance counselors and two Adult Basic Education teachers in the use of the Individualized Career Decision-Making Chart.

e. To determine the feasibility of including career decision-making as a part of the Adult Basic Education curriculum.

f. To refine and evaluate the Adult Basic Education Career Decision-Making Model. Evaluation was to be in terms of:

   (1) Attitudes toward career planning,

   (2) Actual number of career plans derived from the use of this model,

   (3) The progress made by the counselees in achieving their goal as stipulated in the model.

Personnel

The total career counseling project consisted of: (1) a project director; (2) a coordinator/counselor; (3) three counselors; (4)

a counselor/teacher; (5) six paraprofessionals; (6) a secretary; (7) two consultants; and (8) two persons serving as outside third party evaluators.

The following discussion of personnel attempted to deal with the following five questions related to each person or group utilized in the project:

1. What kinds and numbers of personnel were added by the project (including sources of finances?)
2. What were their most important duties and activities?
3. How much time did each person devote to these responsibilities?
4. What special qualifications suited personnel to the requirements of their jobs?
5. What special problems were dealt with in recruiting or maintaining staff?

Project Director--The Project Director had been coordinator of the adult education program for the Huntsville City Board of Education since February, 1969. She coordinated City Demonstration Agency related programs, Adult Basic Education Programs, and Adult Contract Classes with industries and Redstone Arsenal. She also organized and conducted most in-service education activities for all staff and provided some instructional assistance in personalizing and individualizing activities for adult learners. Approximately 50% of her time was spent with these activities. She was responsible for all direct supervision of the adult programs and general management of the project. Approximately 50% of her time was spent fulfilling these responsibilities. She was a full-time employee of the Huntsville City Board of Education and approximately half her salary was paid from the 309(b) project funds. The Project Director received state and national recognition for her achievements in Adult Education. She has also been utilized at the regional and national level as a consultant for many adult education related activities.

Coordinator-Counselor--The qualifications for this position called for a person with (1) a Masters Degree in education (2) three years experience in Adult Education (3) twenty quarter hours of college courses in Adult Education and (4) two years' experience and training in counseling adults. The person who filled this position had a masters degree in education and twelve years experience in adult education. The Coordinator-Counselor's major responsibilities included: coordination and training of paraprofessionals and volunteers, 20% of the time; coordination of the Adult Learning Center and home-centered instructional program, 50% of the time; coordination of community resources, 5% of the time; and implementation of evaluation criteria, 5% of the time.

The Special 309(b) Project provided the total salary for the Coordinator-Counselor.

Counselors (3)-- The qualifications for the three counselors included (1) a masters degree in counseling or three years experience as an industrial or vocational counselor and (2) the ability to communicate with the disadvantaged adult learner. One counselor had a bachelors degree in communication and over forty quarter hours completed toward a masters degree in adult education. She had five years experience in adult education work. Another counselor had a bachelors degree in psychology. This was his first year in adult education. The third counselor had completed all work except the dissertation for a doctorate in vocational and adult education. He had six years experience in vocational and adult education. The responsibilities included: (1) locating and identifying uneducated, undereducated, unemployed, and underemployed adults, 20% of the time; (2) counseling with adult and family, using individualized career decision-making chart, 40% of the time; (3) coordinating career decision-making with adult basic education, 5% of the time; (4) surveying job market and obtaining job descriptions of available jobs, 5% of the time; (5) determining training agencies for job openings, 10% of the time; (6) keeping pertinent data on adult and family, 5% of the time; (7) serving as guidance specialist for the entire adult education program, 5% of the time; (8) administering aptitude and vocational tests, 5% of the time; and, (9) training part-time Adult Basic Education teachers in the use of the individualized career decision-making process, 5% of the time. The Special 309(b) Project provided the total salaries for the three career counselors.

Counselor-Teacher--The qualifications for the Counselor-Teacher included (1) a college degree in education; (2) experience or training in Adult Education; (3) experience and training in individualized instruction, and (4) to be able to communicate and have empathy with the disadvantaged adult learner. During the first five months of the project this position was filled by a person with a bachelors degree in English who had four years experience in adult education. In the latter part of the project this position was filled by a person with a bachelors degree in English who had one year of experience in adult education.

The responsibilities of the Counselor-Teacher included: (1) counseling and programming adult learners, 20% of the time; (2) instructing the adult in basic skills, 40% of the time; (3) working closely with the counselors in developing career decision-making skills, 20% of the time; (4) supervising paraprofessionals and volunteers in the Adult Learning Center, 10% of the time; and (5) coordinating instructional program between the Adult Learning Center and the home-centered instructional program, 10% of the time. The Special 309(b) Project provided the funds for the salary of the Counselor-Teacher.

Paraprofessionals (6)--Special qualifications for these paraprofessionals included: (1) attaining GED through the Huntsville Adult Basic Education Program; (2) living in the Model Cities Neighborhood area; (3) demonstrating ability to communicate and relate to disadvantaged adults; (4) demonstrating empathy and genuine concern for their fellow man; (5) demonstrating ability to instruct disadvantaged adults; and (6) demonstrating mechanical ability in the learning lab setting.

Six paraprofessionals were utilized in the project, three of whom worked part-time. One of the part-time paraprofessionals was an ex-teacher who was working on a Masters Degree in Guidance and Counseling. Three of the paraprofessionals prepared for and attained the GED through the Adult Education Program. Two paraprofessionals lived in the Model Neighborhood area. Another paraprofessional had one year of college and one year's experience as an aide. Two paraprofessionals were high school graduates.

Each paraprofessional was trained for specific duties to make proficient specialists in at least two of the following areas: (1) individualizing instruction; (2) duplicating and organizing materials; (3) doing minor repairs on equipment; (4) setting up and checking equipment and supplies; (5) keeping records and files; (6) taking inventories and ordering materials, and (7) acting as a receptionist. The full-time paraprofessional on the mobile van obtained her GED at the Adult Learning Center. She also lived in the Model Neighborhood area.

Many special in-service activities were carried out in maintaining these staff members. After selection was completed, a two-week intensive training program was implemented for the paraprofessionals. Major topics dealt with in the first week of the sessions were: (1) orientation to general policies and procedures; (2) characteristics of the disadvantaged adult learners; (3) teaching methods and materials for adults; and (4) use of equipment.

During the second week, the paraprofessionals received on-the-job training in instructing adults in the learning lab and home-centered settings. The paraprofessional going into the home was accompanied by a professional adult teacher during the training phase and the paraprofessionals working in the learning lab performed under the supervision of the learning lab specialist.

At continuous in-service training sessions every Wednesday afternoon, the paraprofessionals met with the professional staff to discuss common problems. This activity was viewed as a major motivator for these persons and assisted in holding these paraprofessionals in the project.

Salaries for these persons were paid through the Special 309(b) Project.

Secretary-- The secretary was a full-time employee at the Adult Learning Center and was familiar with the total Huntsville Adult Education Program. Her salary was paid from the Special 309(b) Project.

Consultants (2)--Two major consultants were utilized by the project. One consultant was an associate professor in the Department of Vocational and Adult Education, Auburn University. This consultant has worked most of his career in adult work and has received state and national recognition for his contributions.

The other consultant was an area supervisor with the State Department of Education in Alabama. He too, has received much recognition for his outstanding work in adult education.

These consultants assisted in planning and conducting workshops for the paraprofessionals, volunteers, and the professional workers. They also assisted in the process evaluation of the project.

Adult Basic Education funds were used for paying these consultants.

Outside Third Party Evaluators (2)--The third party evaluators were the Director and a Research Associate of the Occupational Research and Development Unit at Auburn University. Both have Doctor of Education Degrees. These evaluators have conducted third party evaluations for numerous educational projects over Alabama during the past four years.

The evaluation team made periodic visits to the Special 309(b) Project for monitering and evaluation purposes throughout the year.

Funds for the evaluation were paid from the Special 309(b) Project.

Organizational Details

The Special 309(b) Project, "A Career Decision Making Model Utilizing Adult Basic Education and Counseling For The Under/Unemployed Adult and Family", was funded for twelve months, July 1, 1973 through June 30, 1974. This report is a final evaluation of the results of the project through its duration.

Locations of Program Activities and Physical Arrangements

Program related activities were in several locations due to the many special components provided by the project.

For adults who could be encouraged to come to the Adult Learning Center, most of the Adult Basic Education personalized instruction was provided there. The Adult Learning Center was remodeled to meet the needs of the personalized adult program at the expense of the Tennessee Valley Authority and the Huntsville City School System.

The learning lab contained three medium-size rooms with furniture arranged for group work and group discussion. One large room was equipped with individual study carrels adapted for all types of audio-visual instructional aids. One small office for the receptionist and one medium-size office for the Project Director was incorporated into the physical arrangements of the Adult Learning Center. There also existed a small materials and supplies workroom for materials printing, assembling, and storage. The Adult Learning Center was expanded from its original capacity of 25 learners to accommodate 100 adult learners at any one time. There were also three rooms used for large group discussion during the day. One room was used for a daytime, five days a week, Neighborhood Youth Corps contract class. The discussions were conducted by the volunteers and the learning center staff. On Monday and Thursday nights of each week, the rooms were used for the English As A Second Language (ESL) classes.

The Adult Learning Center and the Mobile Learning Van were equipped with a wide array of materials and equipment. Special 309(b) funds, and monies from Adult Basic Education, State Department of Education, were used to purchase these materials and the equipment.

The mobile unit instructional van (a Winnebago) was purchased through funds from the Special 309(b) Project. The van was built special to accommodate the needs of the van-based and home-based adult learners. The van was so organized that it could accommodate 12 adult learners and three instructors at one time. Adequate storage space was available for materials, books, and audio-visual materials. The total van measured 22 feet in length and 8 feet in width and was air conditioned, which was a necessity. Besides providing home-based instruction, personnel from the mobile van conducted classes at the Madison County Jail.

Evening Adult Education Classes--The evening adult education classes were held in four locations. These were Stone Junior High School, which was on the same campus as the Adult Learning Center, Cavalry Hill School, Drake Towers (a predominantly black retirement home), and the Adult Learning Center.

Counseling Facilities--The three career counselors were housed in a portable office facility provided by the City Board of Education, located behind the Adult Learning Center. The 32' x 18' structure had two small semi-private rooms and a large open area. One of the two semi-private rooms was used as a counselors office and the other used as a counseling room. A telephone was provided for telephone counseling and regular counseling functions.

Review and Planning--Every Monday morning the three counselors met for *planning* and review of the program. Every Wednesday afternoon the Coordinator-Counselor met with the Counselor-Teacher and the paraprofessionals for review of the program and to make plans for program adjustments. Weekly meetings between the Coordinator-Counselor and the Counselors were held for direction and program adjustments.

The two consultants were continuously involved in the project. After each visit, the project staff met with the consultants to review the project and plan program adjustments. The evaluation team visited the project four times and reviewed their findings with the Project Director and counselors after each visit.

The following changes or decisions were made based on these periodic project reviews:

(1) System-wide in-service meetings were held in the Learning Lab enabling other ABE teachers to become aware of the career counseling program.

(2) Additional occupational information was gathered from private industry for diversity of types of information.

(3) Additional items were added to the data sheet kept on each client.

(4) A counselor was assigned to each of the evening programs for clients unable to come to the Adult Learning Center.

(5) Greater utilization was made of the State Employment Service in finding employment for clients who have reached this step in their career decision-making process.

(6) Career counselors were used in the regular recruitment drives. The counselors recruited for the total Adult Basic Education program as well as the career counseling project. With these additional personnel, the recruitment endeavor was extended to cover wider areas.

(7) New enrollees in the Learning Center in need of career counseling were referred to the career counselors.

(8) A career counselor was assigned to work with the classes held in the Madison County Jail.

In-Service Training---A series of in-service training sessions were carried out for those involved in the project.

The Project Director met with the project consultant and developed and initiated a two-day workshop for the professional project personnel for orientation and procedural purposes.

During the first week of the project, in-service training was provided for the counselors to orient them to the Adult Basic Education program and the project proposal. This was carried out with the assistance of one of the consultants, the Project Director, the Director of the Learning Lab, and the Director of the Vocational and Adult Education for the city school system.

The second and final weeks of in-service for the career counselors involved the proposed use of the career decision-making process and becoming familiar with some of the community agencies. One of the consultants and the Project Director worked with the counselors on the use of the career decision-making chart. From a list of community agencies provided by the Project Director, the career counselors visited with the agency heads in order to gain knowledge of the functions and services of their respective agency.

An in-service training session was held with the Counselor-Teacher in order to orient this person to the career decision-making project. The Counselor-Teacher and paraprofessionals also were provided with in-service training so that they would know the objectives of the project and their role in the project.

All project personnel attended a regional Adult Basic Education workshop held by the State Department of Education.

Activities and Services

The activities and services of the Special 309(b) Project were centered around extending the career decision-making concept to the under/unemployed adult and family. The accomplishment of the objectives of the project was dependent on the following list of major services and activities:

(1) Recruitment of adults for career decision-making.

(2) Initial counseling, interviews and assessment of prospective clients.

(3) Motivation of clients to facilitate career goal setting.

(4) Orientation of clients to occupational information and career decision-making processes.

(5) Interest inventory and aptitude test administration.

(6) Utilization of community agencies for facilitating progress of clients in reaching career goals.

(7) Obtaining and setting up office facilities for use by the career counselors.

(8) Maintaining services of the Adult Learning Center.

(9) Maintaining services of a Mobile Learning Lab to take adult education career counseling into the neighborhoods.

(10) Recruitment of adults into the adult education classes, especially those adults in the Model Neighborhood Area.

(11) Testing procedures and analysis of results to identify the educational level of clients.

(12) Orientation of new enrollees at the Adult Learning Center.

(13) Providing career guidance materials for the learning resource center, with adequate materials designed to meet the needs of adults at all educational levels.

(14) Previewing and selecting new instructional materials, aids, and equipment.

(15) Recruiting and training adults to serve as volunteers and paraprofessionals.

(16) In-service orientation of professional staff members, paraprofessionals and volunteers.

(17) Continued in-service training for volunteers, paraprofessionals and professional staff.

(18) Providing personalized learning experiences for each adult in the adult education program.

(19) Establishing a working relationship with Model Cities, Neighborhood Youth Corp, Top of Alabama Regional Council of Governments (TARCOG), Tennessee Valley Authority (TVA), local business and industry and other local agencies to provide both financial support and resource personnel.

(20) Continuing on-going public relations program.

(21) Conducting numerous orientation sessions for local, state and regional visitors to the Adult Learning Center.

(22) Visitation to other vocational facilities and adult education programs.

(23) Obtaining consultant and evaluative assistance.

(24) Program planning, implementation and process evaluation.

The following narration discusses each of these activities and services in more detail.

Since the Special 309(b) career counseling project was new it was necessary to actively recruit clients for the project. This was carried out in conjunction with the regular recruitment effort of the total adult program. The three career counselors assisted in recruiting door-to-door, with special emphasis placed on the Model Neighborhood Area. The Mobile Learning Lab served as the nucleus for the recruiting effort every eight weeks. Prospective clients were informed of the special career counseling program and offered counseling service. When the program initially started, learners who were already enrolled in the Learning Center were informed of the project and those interested were referred to the counselors. The effort also involved recruitment of friends and relatives of enrolled adults and thorough follow-up of referrals from community agencies.

Interested clients who came in for career counseling were given an intake interview. This was done in order to, (1) gather back-ground information on the client and his family, (2) make an assessment of past work experience or activities that could be related to work (for those who hadn't worked before), (3) establish rapport with the client, (4) define career to the client and (5) establish a "next step" for the client.

One of the primary factors in a program of this type was motivating the client so that he could reach his full potential. The counselors helped the client and his family learn about themselves, using the thinking process inherent in the career decision-making model. This led to the client asking himself, (1) Who am I?, (2) Where am I going?, and (3) How do I get there?. The regular counseling sessions that were held with each client were also a factor in getting the client to continually work toward setting and reaching goals. For those clients enrolled in the adult education program, learning experiences were designed so that they could accept most of the responsibility for their own learning. They also established their own objectives. As they gained confidence in themselves, their attitude toward learning and career goal setting changed. Their self-concepts, goals and aspirations took on new and greater meaning.

Other factors contributing to the motivation of clients were:

(1) The utilization of adults from all segments of the population to recruit, especially in the Model Neighborhood Area.

(2) Counselors, instructors and paraprofessionals actually going into the homes of the adults.

(3) Encouraging the client's family to get involved in the whole process.

(4) Encouraging clients who could benefit from and needed adult education, to enroll at the Adult Learning Center.

(5) The opportunity for clients to take part in small group and individual discussions.

(6) The chance to talk to and work with other clients with similar backgrounds.

(7) Community involvement and support.

In order for a client to make an intelligent decision as to a career and set goals it was necessary to have an information base from which to proceed. Through the use of commercially prepared material, clients were given an opportunity to explore various occupations. Each occupation was viewed in terms of the vocational preparation needed, general education requirements, outlook for employment, places of employment, its relation to prior experience of the client, earnings and probable geographic location of jobs.

To provide a wide range of material on occupations, over 1600 companies were contacted. Each company was asked to contribute material about occupations within their organization, and over 300 responded. Knowledge of occupations was essential to the complete and proper utilization of the career decision-making model.

In order to determine goals, assess barriers, determine alternatives and begin a program to reach goals, it was first necessary to orient the client to the process of making a career decision. As mentioned above, an integral part of the process was knowing about careers. However, without a complete appraisal of all factors involved in the career decision, it was difficult to reach a satisfactory decision. Each client was assisted in reaching a decision and/or modifying and changing decisions through the use of the career decision-making model.

Some of the tools used in the decision-making process included various interest and aptitude tests. These were especially useful where the client had little or no idea as to kinds of occupations he or she might want to enter. The State Employment Service cooperated in administering the General Aptitude Test Battery for many of the clients. The interest tests, or inventories, were used in conjunction with other factors as a part of the total process. Each client was appraised of the fact that a career decision should be an evolving process and not a one-time decision.

The community agencies in Huntsville provided excellent support, where needed, for clients to reach their career goals. The State Employment Service assisted in aptitude testing, job placement, placement of clients in training programs under their authority and referrals of persons to the Learning Center. Without this coordinated effort many clients could not have begun their career programs. Local and area post secondary schools provided information on their programs and provided assistance when needed. The Lions Club provided for eye examinations and glasses for three clients who neededd this service. Vocational Rehabilitation provided medical, psychological and maintenance services for several clients. The section on community involvement lists all the agencies which provided assistance to the project.

Adequate facilities and trained personnel are necessary in any program. In order to provide housing for the counseling program, it was necessary to obtain facilities suitable for this purpose. This was accomplished by obtaining a portable building. The counselors utilized this space for counseling offices and as an area to display occupational information.

The Adult Learning Center could serve approximately 100 people at one time. The Center was capable of facilitating individual and small group learning activities. The Learning Center was staffed with two full-time professional instructors, seven paraprofessionals, and five volunteers. The Center was open from 8:00 a.m. to 9:00 p.m. on Monday, Tuesday, and Thursday, and from 8:00 a.m. to 3:30 p.m. on Wednesday and Friday. From September 1973 through June 1974, 2,989 adults attended the Adult Learning Center. The Learning Center was air-conditioned and was designed to meet individual and group needs of adults.

In order to serve those adults in the Model Neighborhood Area who would not or could not attend classes or counseling sessions at the Learning Center, it was necessary to take adult education into their homes. A Mobile Learning Lab (an air-conditioned Winnebago Van) was maintained for the purpose of providing home-centered instruction and counseling. One professional teacher, two paraprofessionals, and often a career counselor, traveled with the van and conducted classes and counseling services in the Model Neighborhood Area. The van was designed to accommodate 10 to 12 adult learners. Some adults preferred to work in the comfort of their own homes, so the van staff would take the equipment and materials into the home. Perhaps one of the greatest motivational factors in this aspect of the project was that teachers and counselors went into the homes of the adults in the Model Neighborhood Area and showed a genuine interest in providing assistance. Also, the retention rate for learners utilizing the van increased. The van served an average of 130 adults each week. Once the adults had experienced success with learning, they were encouraged to go to the Learning Center, where progress was faster and where they had opportunities to talk with other adults who had similar backgrounds.

The services of the van were utilized in the Lincoln Community, the Madison County Jail, and other surrounding areas. In addition to conducting classes on the van, it was also used for recruiting purposes.

Recruiters would utilize the van as a point of operation from which to cover a part of a neighborhood. Six-hundred and sixty nine (669) adults were recruited by the van recruitment procedure.

A third option was available to adults in the Model Neighborhood Area. For those adults who could not attend classes at the Adult Learning Center, or take advantage of the mobile van, evening and day time volunteer classes were conducted in three additional locations. All of these locations were within the Model Neighborhood Area. Classes were conducted at Stone Junior High School, Cavalry Hill School, and Drake Towers (a predominantly black home for the aged). During the months of September 1973 through May 1974, 623 adults were enrolled in these classes. A staff of 27 part-time employees participated in this phase of the adult program.

Many of the classes conducted in these schools and community agencies allowed adults to enroll in one or two courses at night. Some of these courses were seasonal, such as income tax preparation, Christmas decoration and candle-making; however, the recruiters tried to identify and offer those types of courses which would further personalize the individual's needs. The materials for all classes conducted outside the Adult Learning Center were carried to the location from the Adult Learning Center by the paraprofessionals and volunteers.

The Adult Education Program was approved by the Veteran's Administration. During the past year, the Center enrolled 69 veterans with approximately 50% being part-time. Several veterans attained the GED certificate, which qualified them to go on to a post-secondary school.

One of the functions relating to the success of the project was the recruitment and training of volunteers and paraprofessionals to work with the adults in all phases of the project. A total of 28 volunteers provided valuable assistance, both as instructional personnel and recruiters. The volunteers recruited door-to-door in the Model Neighborhood Area and enrolled adults in classes, either at the Adult Learning Center, through home centered instruction on the mobile van, or at one of the satellite locations. Paraprofessionals assisted with instruction, preparation of materials, some counseling functions, maintenance of equipment, keeping records and files, taking inventories and serving as receptionist. Both paraprofessionals and volunteers were trained through in-service meetings and workshops. A handbook, "Volunteers Handbook for Adult Education Volunteers," written by the Project Director, was provided for each volunteer. The volunteers received their initial training during a two-day workshop. The services of the Alabama State Department of Education Adult Staff, Auburn University personnel, and resource people from the Huntsville City Board of Education served as valuable resource people during these workshops for volunteers.

The paraprofessionals were trained during a two-week training program. The first week consisted of orientation to the job and the adult learner, as well as methods of instruction and job responsibilities. The second week consisted of on-the-job training in instructing and working with adults. Every Wednesday afternoon, throughout the duration of the project, paraprofessionals met with the professional staff to discuss problems and strategies. These meetings served as a motivator to encourage the paraprofessionals to continue to serve the adults in the program. The activities during these sessions included: (1) case discussion; (2) upkeep of hardware; (3) discussion and assistance in understanding of problems arising across differing cultural backgrounds; (4) discussion of the characteristics of disadvantaged adults; and (5) orientation to the entire adult program.

Monies and services provided by the Special 309(b) Project, the State Department of Education, Model Cities, Tennessee Valley Authority, and other agencies made it possible to obtain professional personnel, to train volunteers and paraprofessionals and purchase materials and supplies to implement the project.

A unique feature of the Adult Education Program was the "jail classes". The instructor and two paraprofessionals on the Mobile Learning Lab conducted adult classes at the Madison County Jail for participants. The letter in Appendix D typified the interest in these classes, both on the part of the adult learners and the instructor. This letter explained what could be done, and what was being done for many of the prisoners in the Madison County Jail.

Another unique part of the program, known as the English As A Second Language Program (ESL), was offered as a service to the international segment of the population of Huntsville. With the aerospace industry, and three colleges in the area attracting foreign students and families, a program to help these adults learn the English language was a valuable service. Approximately 459 adult learners participated in this program.

During the past year, more than 61 newspaper articles concerning adult education have appeared in the Huntsville papers. Articles about the adult program have appeared in the American Education magazine published by the U.S. Office of Education; the Alabama Education Association Journal; the state Adult Basic Education Newsletter; the

National Magazine of Church Women United; *the Church Woman*; and the *Adult Leadership* magazine, published by the Adult Education Association of the U.S.A.

During the week of September 24-28, 32 marquees in Huntsville helped proclaim Adult Education Week. Local radio stations helped by making announcements. Brochures and pamphlets also were used to advertise the Adult Education Program. Appendix F contains examples of newspaper articles and Appendix G shows a sample flyer used to publicize adult education in Huntsville. Printed brochures were also utilized to promote the program. A booth and the Mobile Van were placed in the Madison County Fair to advertise the program. In advertising the program, the counselors staffed a booth at the local Veteran's Day Fair.

When an individual expressed an interest in enrolling in the adult education program, the professional staff in the Adult Learning Center helped each adult assess his educational needs. Every adult underwent a personal interview with one of the professional staff of the Adult Learning Center. A Permanent Record Card (see Appendix H) was completed by the adult learner. A subjective evaluation of basic communication skills was performed by the professional personnel, taking into consideration how the person verbalized, his penmanship, and grade completion. The adult learners' educational background was then evaluated to determine his grade level at the time of entry into the program. The first visit to the Center was used primarily to collect personal data on the adult learner and to establish rapport and attempt to determine if a change in attitude toward learning was needed.

By the time the adult came in for the second visit, a decision had been made concerning whether diagnostic testing was to be used to further assess his needs. An important note was that not every adult learner was given a battery of tests. Many of the adult learners were reluctant to take any test because of past experience. As they progressed to the point where testing would not be a threat, it was carried out. Conversely, many adults were goal oriented, especially those receiving career counseling, and wanted to take the tests. Those adults who wanted to prepare for the GED test were tested. The tests most frequently used included: (1) Basic Essentials of Math Test I or II; (2) EDL Word Clues; (3) Intermediate Reading Kit by Imperial; (4) EDL Listen, Think or Read; and (5) diagnostic tests for each area of the GED. The counselors and authorized agencies could obtain the results of these tests.

Using the personal data form (Appendix I), counseling interview report, the subjective evaluation by the professional personnel, and the results of the battery of tests (when given), an individualized program was established through the cooperative efforts of both the learner and instructor. Each individualized program included: (1) a list of materials needed; (2) order or sequence in which they would be used; (3) the individual goals they should attain; (4) time frame for reaching objectives, and (5) the date for re-evaluation. Copies of other forms used in this aspect of the program are included in Appendix .

The majority of the materials in the Learning Center were either programmed materials or materials designed for individualized use which would contribute to the adult learner's growth and self-concept. All materials were used with the help and guidance of the professional staff. Assistance was available at all times and learners were encouraged to seek assistance when needed.

Each learner was responsible for recording his own achievement; this enabled the instructor to work with many more learners during the day. The instructor also served as a guide, a resource person, and a manager of time. The learner was competing with no one but himself in each activity, and eighty to one hundred per cent achievement was considered to be successful in most of the activities.

Learners set their own schedules as to when they came in and left. Some learners spent all day at the Center, while others might spend only two or three hours. Since each learners' program was individualized there was no interference due to flexible scheduling. Small group discussions were scheduled periodically and could be arranged on short notice when necessary. Due to the interest and desire of some learners, regular classes were instituted and became a regular part of the program. Although classes were held each day, primarily covering math and English, the atmosphere remained relaxed and informal and on a level appropriate to adults.

The Adult Learning Center served as a regional center, open to visitors from Alabama and surrounding states as a demonstration center. Interested parties could observe the entire operation. The adults served by the center took great pride in the program and demonstrated this by their involvement in their individualized studies, their concern for others in the program, and their interest in the entire adult education program.

The Adult Learning Center was visited by a total of 793 persons during the past year; 161 of these visitors were out-of-state educators. Some of the professional staff also had an opportunity to attend the National Conference of the National Association for Public Continuing and Adult Education in Dallas, Texas and a Regional Conference of the Adult Education Association in Louisville, Kentucky.

Throughout the project, consultant services were provided by representatives from business, industry and government agencies, and by educational personnel representing both secondary and post-secondary institutions. Two of these consultants were: Dr. Harry E. Frank, Jr., Auburn University; and Mr. Bob Walden, Area Supervisor, Adult Basic Education, Alabama State Department of Education.

The final evaluation for the Special 309(b) Project was conducted through the Vocational and Adult Education Department, School of Education, Auburn University. Two persons from the Occupational Research and Development Unit in the department, conducted the final evaluation.

The Huntsville Adult Education Program was in operation before the Special 309(b) Project was implemented. Once the Project was funded, program planning, implementation and process evaluation continued to be an on-going activity.

The activities and services described in this section indicated the extent to which the professional staff, paraprofessionals, and volunteers were involved in constantly appraising the program and implementing the objectives of the Special 309(b) Project.

Instructional Equipment and Materials

The Adult Learning Center contained a wide variety of learning materials and equipment. All consumable software was stored in a large storage room, in filing cabinets, and on shelves throughout the Learning Center. All materials used by the learners have answer sheets or manuals. More than three-fourths of the materials and equipment were designed for individualized use and much of the material was programmed. All materials were arranged so that related materials were coded and grouped together. This system allowed the facilitation of individualized learning for each student. and no learner had to depend solely on the instructor.

The materials used primarily for the counseling aspect of the Project were retained in the portable facility. Software material included commercially prepared material on occupational information, material on how to look for work, and tests for job interest. Material prepared by the U.S. Department of Labor concerning occupational information was used. Another source of information was private industry; a request to over sixteen hundred industries and businesses brought many useful information packets. Information concerning educational programs in the area was provided in the form of catalogs and brochures, as well as notes taken from personal contact. A bibliography of career materials is included in Appendix J .

The hardware equipment used during the project included:

1. Aud-X
2. Tape Recorders
3. Auto-Vance
4. Record Players
5. Language Masters
6. Flash-X
7. Tach-X
8. Controlled Reader Process Motor
9. Portable Listening Station
10. Technicolor 810 (Loop Projector)
11. Portable Jack Boxes (Auxiliary Listening Station)
12. Jr. Controlled Readers
13. Craig Readers (Reading, Math)
14. Movie Projector
15. Film Strip Projectors
16. Headsets
17. Shadow Scope
18. Film Strip Previewers

Appendix K shows the quantity, type and manufacturer of each type of equipment available for use in the program as of June 30, 1974. A complete materials guide is available from the Project Director. The guide was not included in evaluation due to its length. Every item of material in the Learning Center was screened and approved by the professional staff before it was made available to the adult learner.

Dissemination of Information

During the project year many requests for information concerning the project and the Huntsville Adult Education Program were received. These requests came from all parts of the country and many different kinds of programs. The following breakdown shows the amount and type of material that was disseminated.

American Education magazine with an article on the Adult Learning Center	73
Personal letters responded to about information on the program	58
Publicity material concerning the program	210
Adult Basic Education Materials Guide	175
Project Report for 1973	229
Handbook for Adult Basic Education Supervisors	6
Training and Use of Volunteer Recruiters in Adult Basic Education Programs	21
Total Number of Materials Disseminated	772

Community Involvement

The Adult Education Program in Huntsville has had a wide range of community involvement since its inception. The following agencies have cooperated in making the program successful and have been meaningfully utilized.

1. Alabama A & M University
2. Drake Technical College
3. Auburn University
4. University of Alabama in Huntsville
5. Department of Pensions and Security
6. Tennessee Valley Authority
7. Redstone Arsenal
8. Alabama State Employment Service
9. Martin Stamping and Stove Company
10. City of Huntsville
11. Veterans Administration
12. Volunteer Bureau of Huntsville and Madison County
13. Adult Education Advisory Committee
14. Vocational Rehabilitation Service
15. Huntsville Model Cities Program
16. Department of Health - Madison County
17. Madison County Jail
18. Huntsville Community Action Committee
19. Local Doctors and Dentists
20. Local Supermarkets
21. Local Radio and Television Stations
22. Local Newspapers
23. Calhoun State Community College
24. Federal Job Information Center
25. Madison Baptist Association
26. Family Practice Center
27. Huntsville Hospital
28. Medical Center
29. Crestwood Hospital
30. Department of Mental Health
31. Top of Alabama Regional Council of Government

Over the past four years, funds for the Adult Education Program have been received from the following agencies:

1. Huntsville City Board of Education
2. Work Incentive Now Program
3. Huntsville Model Cities Program
4. State Department of Education, Adult Basic Education Section
5. Appalachian Adult Education Center
6. Tennessee Valley Authority
7. Redstone Arsenal
8. Huntsville Manufacturing Company
9. Brown Engineering Company
10. Top of Alabama Regional Council of Governments
11. Special 309(b) Adult Education Funds

The Huntsville Adult Education Program was publicized widely on both a local and regional basis. News releases, pamphlets, brochures and magazine articles were all part of the public relations program. The American Education Magazine featured an article on the Learning Center in its October, 1973 issue. The Adult Association Journal carried several articles about the program. The program was the focus of an article in the Church Women, the national magazine of Church Women United. The supermarkets cooperated by placing pamphlets and brochures in shopping bags or allowing announcements to be placed on windows. Television and radio stations also assisted in carrying the message of educational opportunity to the people.

The need for an advisory committee in adult education existed because the education of adults was a joint undertaking shared by the school and the entire community. An active advisory committee has long been recognized as an effective tool in Vocational and Adult Education Programs. An advisory committee charged with the responsibility of determining both short and long range needs of an adult program can be the key to a successful program. The local Adult Education Advisory Council was composed of sixteen members and was chaired by the Coordinator of Adult Education.

Budget

The total cost of the Adult Education Program was $203,091.00 for the period from July, 1973 through June 30, 1974. The funds were provided by the following agencies in the amounts indicated; U.S. Office of Education, from Section 309(b) of Title III of the Adult Education Act, $98,000; State Department of Education, Adult Basic Education Section-Special Grant, $38,800; Model Cities, $27,776; State Department of Education, Adult Basic Education-Regular Adult

Basic Education Grants, $20,200; Huntsville City Board of Education, $16,315; and the Tennessee Valley Authority, $2,000. Not included in the overall budget was $11,553.04. These funds were received as grants from the Neighborhood Youth Corp Contract Class in the amount of $8,153.04 and from a Redstone Arsenal Contract Class in the amount of $3,400. The local school system furnished a full-time janitor, janitorial supplies, maintenance services and utilities.

Appendix L shows a breakdown of the total cost of the program into broad categories and amounts. An exact detailed breakdown of the costs incurred during the duration of the project will be available from the Coordinator of Adult Education in the Huntsville School System.

The pooling of the funds in the Special 309(b) Project produced many worthwhile effects on the entire adult education program. It enabled Huntsville's Adult Education Program to add another facility and allowed an expansion of the program to include career counseling services. This also made it possible to continue carrying adult education into the Model Neighborhood Area to adults who could not or would not attend classes at the Center through the services of the Mobile Van.

IV. THE EVALUATION

The following evaluation section of this report attempted to provide evidance of and draw conclusions of whether this Special 309(b) Project fulfilled its objectives. Since most information relative to the project had been discussed in detail in other sections of this report, only a brief outline touching on critically related points were brought out in the evaluation for each project objective. The evaluation team visited the project four times for monitoring and evaluation purposes.

Evaluation discussion relative to process and product evaluation were reported for each objective outlined and are hoped to provide the rationale for the conclusions and recommendations drawn.

Objectives

The following items were the main objectives as outlined in the Special 309(b) proposal:

1. To increase the percentage of enrollees in the ABE program who complete the GED requirements by five to twenty percent.
2. To take the disadvantaged, uneducated, unemployed, or underemployed adult to an education level that is necessary for entry into a career, or additional training for a specific industry.
3. To provide career counseling services which will involve the entire family in the establishment of the disadvantaged learner's career goals based upon the motivation and realistic abilities of the family unit.

   This objective will be evaluated in terms of the following criteria:

   a. A minimum of 120 families will be provided with these counseling services.

b. An increase of 20 percent in employment or job up-grading over the 1971-72 figures.

c. A positive change in the children's attitude toward school and career planning as reflected by their attendance and achievement in school.

4. To secure and train three career guidance counselors and two Adult Basic Education teachers in the use of the Individualized Career Decision-Making Chart depicted in Appendix I.

5. To determine the feasibility of including career decision-making as a part of the Adult Basic Education curriculum

6. To refine and evaluate the Adult Basic Education Career Decision-Making Model.

Evaluation will be in terms of:

a. Attitudes toward career planning

b. Actual number of career plans derived from the use of this model

c. The progress made by the counselees in achieving their goals as stipulated in the model

Other evaluative measures specified in the proposal were:

1. The number of families in the career decision-making process

2. The amount of progress the adult learner made in Adult Education

3. The amount of progress the learner has made in the career decision-making process

4. The degree of attitude change in the family unit

5. The number of learners enrolled in another training program

6. The number of learners getting new jobs or job promotions

7. The number of community agencies involved in the program

8. The effectiveness of center-counseling compared to home-centered counseling

9. The positive attitude change of the children toward school

10. The extent to which part-time teachers were able to use career decision-making process

The above information was to be obtained from personal interviews with the adult and his family, counselor and counselor-teacher logs, records at the Adult Learning Resource Center, interviews with community agencies, and interviews with the teachers of children involved in the project.

This report presents evaluations of the program's success in achieving each of the specified objectives and measures of evaluation listed for review.

Choosing and Describing Participants

A very active recruiting campaign involving radio, television, newspapers, trained volunteers, trained parsprofessionals, and project professional staff was utilized to obtain participants for the Adult Basic Education program.

Counselors were hired in August to become oriented and set up the program. Recruiters began their active recruitment in September.

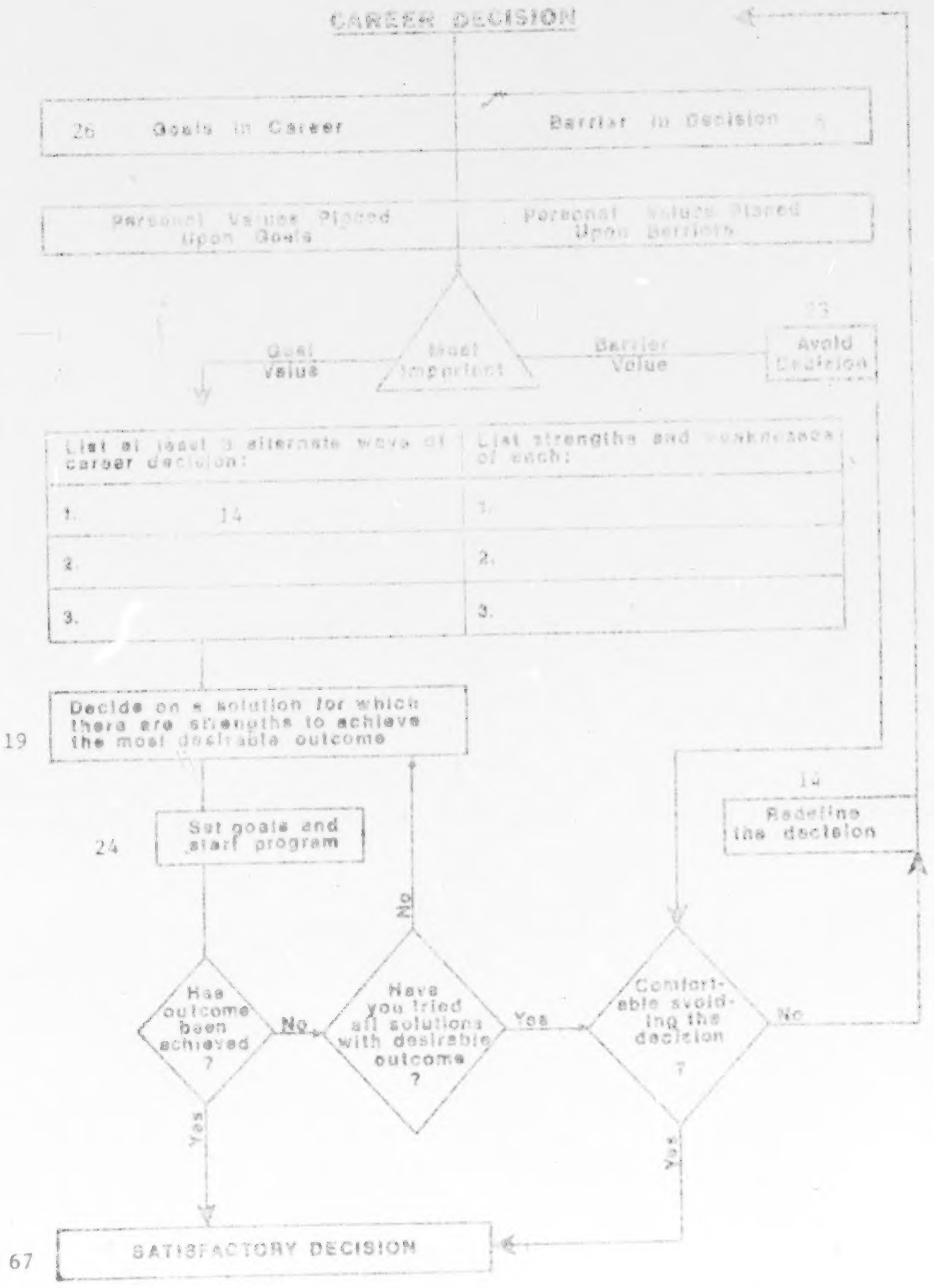
The recruiters concentrated their efforts in the Model Cities Area. The criteria used for selecting participants corresponded with Alabama's criteria for Adult Basic Education enrollment, which included: (1) each individual must have attained the age of 16; (2) must be receiving services below the college level; (3) must need help in improving their ability to get or retain employment; (4) must need help in learning to read or write; and (5) are not enrolled in public school. Any individual who met one or more of the above criteria could enroll in the program.

As the learners enrolled in Adult Basic Education, if they were interested in improving their employability, they were assigned to a career counselor, who maintained a minimum case load of 17 families. Data concerning the clients were secured and evaluated, at which time the counselor began assisting the adult learner and his family to learn about themselves, using the thinking process inherent in the Career Decision-Making Model shown on page 79.

Very few adult learners were involved in other types of social programs in the area. Of the 4,690 adult learners who enrolled in the program throughout the year, only 1,219 left the program. Table 55 indicates the reasons given for separation from the adult program.

No evidence was kept to indicate that the adults who left the program were different in social, economic, or educational background from those who remained. New adult learners were recruited into the program throughout the year and dropouts had little to do with any recruitment practices or priorities.

Attendance by these adults was excellent and offered no real problem in the Adult Learning Center or the learning van. This was further accented in that only 35, or 0.75 percent, of the total enrollment left the program for lack of interest. This was considered outstanding considering that all adult learners attended the program voluntarily. Average daily attendance for the Adult Learning Center was 75 for the year while being 25-30 for the mobile van or home-centered instruction.


CAREER DECISION
26
Goals in Career
Barrier in Decision
8
Personal Values Placed Upon Goals
Personal Values Placed Upon Barriers
Goal Value
Most Important
Barrier Value
23
Avoid Decision
List at least 3 alternate ways of career decision:
List strengths and weaknesses of each:
1.
14
2.
3.
1.
2.
3.
19
Decide on a solution for which there are strengths to achieve the most desirable outcome
24
Set goals and start program
14
Redefine the decision
Has outcome been achieved ?
No
Have you tried all solutions with desirable outcome ?
No
Yes
Comfortable avoiding the decision ?
No
Yes
Yes
67
SATISFACTORY DECISION

INDIVIDUALIZED CAREER DECISION MAKING CHART

TABLE 55

REASONS FOR SEPARATION FROM THE HUNTSVILLE ADULT EDUCATION PROGRAM

REASONS FOR SEPARATION	Number	Percent
To take a job (unemployed when entering program)	173	14.2
To take a better job (employed when entering program)	103	8.4
To enter another training program	173	14.2
Met personal objective	6	0.5
For lack of interest	35	2.9
Because of health problems	14	1.1
Because of transportation problems	22	1.8
Because of child care problems	21	1.7
Because of family problems	25	2.1
Because of time classes/program is scheduled	6	0.5
Because of class/program termination	0	0.0
For other known reasons	579	47.5
For unknown reasons	62	5.1
TOTAL	1,219	100.0

Measuring Changes, Presenting Data, Analyzing Data and Reporting Findings

The project proposal's evaluation section and objectives for evaluation did not directly lend themselves to quantifiable evaluation as such. Evaluation comments will be centered around each of the objectives and will deal with most of the questions outlined in the publication by the U.S. Department of H.E.W., Office of Education "Preparing Evaluation Reports--A Guide for Authors."

Objective 1--To increase the percentage of enrollees in the ABE program who complete the GED requirements by five percent to twenty percent.

Of the 4,690 total ABE enrollees during the duration of this project, 555 (11.83%) passed the General Education Development Test.

This compared favorably with only 32 adults completing GED requirements in 1968-69, 30 in 1969-70, 116 in 1970-71, 408 in 1971-72, and 506 in 1972-73. There was a 9.68 percent increase in the number of GED completions from 1972-73 to 1973-74. However, it must also be noted that the total enrollment in the project increased from 3,917 in 1972-73 to 4,690 in 1973-74.

Data concerning those completions below the GED level include:

A. Of the 2,781 who started at the beginning level, 1,128 (40.56%) completed that level.

B. Of the 1,909 who began at the intermediate level, 906 (47.45%) completed that level and an additional 504 (26.40%) completed a higher level.

C. There were 47 who achieved an eighth grade diploma.

D. There were 214 enrolled in the high school diploma program.

Also, of the 193 adult learners involved in the career counseling phase of the program, 42 (21.76%) took and passed the GED, 130 (67.36%) completed Level II (Grades 5 - 8), and 21 (10.88%) completed Level I (Grades 1 - 4).

The evaluators felt that the Huntsville staff did an excellent job in attempting to meet this objective for the total program, and even more outstanding results were documented for those adult learners involved in the Special 309(b) career counseling phase of the program.

Objective 2 *To take the disadvantaged, uneducated, unemployed, or underemployed adult to an education level that is necessary for entry into a career, or additional training for a specific industry.*

Of the 4,690 total ABE enrollees, 804 (17.14%) obtained jobs as a result of adult education experience, and an additional 421 (8.98%) changed to or were upgraded to a better job as a result of the program. Also, 512 (10.92%) were enrolled in other education/training programs.

There were 1,219 separations (those who withdrew from the program for any reason); and 173 (14.19%) of these were to take a job, 103 (8.45%) to take a better job, and 173 (14.19%) to enter another training program. This accounted for 449, or 36.83 percent of the total separations during the year.

Although these adult learners were still listed as "separations," they were considered to have met the objective of reaching an education level necessary for entry into a career, or additional training for a specific industry.

In the career counseling phase of the program, of the 193 adult learners receiving these services, 98 (50.78%) gave "to get a job" as the reason for enrollment. There were 61 (6[illegible]) of these actually employed as a result of training.

An additional 42 (21.76%) of the adult learners receiving career counseling services indicated that their reason for enrollment was "to get a better job." There were 28 (66.67%) of these who did get better jobs as a result of training.

Tentative job or career objectives were defined for the 140 adult learners enrolling to get a job or to get a better job. Their educational levels were assessed at time of entry and educational levels needed to meet their individual objectives were determined. Ninety (64.29%) of these 140 adult learners did meet the educational level deemed necessary for their goals. Still another 40 (28.57%) of these adult learners enrolled in another training program.

The 61 employed, 28 with better jobs, and 40 in another training program, accounted for 139 (72.02%) of the total 193 adult learners in the career counseling phase of the program.

The evaluators concluded that the Huntsville staff met this objective fully, particularly in the career counseling aspect directly related to the Special 309(b) Project.

Objective 3--To provide career counseling services which will involve the entire family in the establishment of the disadvantaged learner's career goals based upon the motivation and realistic abilities of the family unit. This objective will be evaluated in terms of the following criteria:

a. A minimum of 121 families will be provided with these counseling services.
b. An increase of 20 percent in employment or job upgrading over the 1972-73 figures.

c. *A positive change in the children's attitude toward school and career planning as reflected by their attendance and achievement in school.*

Career counseling services provided these adult learners were many and varied. Although most were discussed in detail in other sections of this report, a partial listing will be mentioned here.

These services included such broad activities as counselors appearing on television on behalf of the program, manning a booth at the Veteran's Fair, providing general occupational information, providing a listing of available employment opportunities in the area, working closely with the State Employment Service, and other public relations functions such as speaking to educational and civic organizations.

More specific services rendered the individual adult learner included such activities as oral interviews and personal counseling; test batteries when appropriate (diagnostic, interest, aptitude); medical assistance (Lion's Club furnished needed eye care and glasses, referral to Rehabilitation Services when needed); obtaining veterans benefits for those eligible; visiting in the adult learner's home; and, taking interested learners to technical schools, other adult programs, junior colleges, employment office, actual places of employment, V.A. office, pensions and security office, and other such places to which the adult learners expressed a desire or need to visit. Numerous telephone calls were made and letters written on behalf of the adult learners in search of jobs. Such employability skills were taught as filling out application forms, employee-employer relationships, and health habits.

One of the counselors held sessions at the jail with major emphasis on group human relationship skills and career decision-making.

By far the majority of the 193 adults receiving career counseling services had lived in Alabama more than 10 years, yet only 37 belonged to a civic organization prior to program enrollment. As a result of, and upon completion of the program, 77 belonged to at least one civic organization, 29 received veterans benefits, 15 received welfare, and 12 received social security.

There were 85 aptitude tests (GATB) administered to enrollees, through the state Employment Service. The 77 interest tests administered included 27 Self-Directed-Search, 16 Hall Occupational Inventory, and 32 Kuder Interest Inventories.

Numerous unforseen problems arose in the implementation of this objective. Particularly difficult to coordinate was the aspect involving the entire family in the disadvantaged learner's career goals.

For example, many of the "families" involved only the one adult. To the other extreme, there were often several "families" in one home, and the adult learner felt very uncomfortable with the counselor in the home. Also, where there was more than one adult involved, it was difficult to get them together for an appointment. In many instances, the learners expressed a desire to come to the center in order to get away from the environment that they felt was a major part of their problem.

Another factor difficult to work around involved the instability of family unit at this cultural level. Although no records were kept to document this, the counselors estimated that more than 75 percent of the 193 adult learners involved in this phase of the program changed residence at least once during the duration of the project. Many changed places of residence as often as every six-to-eight weeks.

An overall time problem was also encountered. It was found that it often took the entire project time to establish rapport with the adult learner, and crystallize his individual thoughts and needs to the point where it would be advantageous to involve other members of the family.

This specific objective was found so difficult to implement that it has not been included as a major objective for the program next year.

In light of the aforementioned accomplishments and difficulties, the specific evaluative criteria are commented on briefly.

a. *A minimum of 220 families will be provided with these counseling services.*

There were 193 adult learners receiving career counseling services through this program. This included 44 white males, 56 white females, 32 non-white males and 61 non-white females. Only 56 of this total, however, were identified as having other adult members of their family involved in the career counseling services. It appeared that most of the adult learners who desired to involve their families were provided the service. As discussed previously, many difficulties were encountered in attempting to involve the families in the career counseling services. However, the counselors appeared to have the dedication and made every attempt to involve the families in the career counseling services. Therefore, it was concluded that the project made great strides in the accomplishment of this criteria even though it was not fully met.

b. *An increase of 20 percent in employment or job upgrading over the 1972-73 figures.*

Last year (1972-73), there were 3,917 total enrollees in Adult Basic Education. Of these, 646 (16.49%) got jobs and 316 (8.07%) were upgraded in their jobs as a result of the program.

This year (1973-74), of the 4,690 total Adult Basic Education enrollees, 804 (17.14%) were employed and 421 (8.98%) were upgraded. The increases in percentages from last year for both employment and job upgrading were less than one percent in the total Adult Basic Education program.

The impact of the career counseling services in this aspect was very evident, however. Of the 193 adult learners receiving career counseling services, only 64 were employed at the time of enrollment. Upon completion of the program, there were 59 reporting incomes of more than $5,000; 35 reporting between $3,000-$5,000; and 28 between $1,500-$3,000.

Of the 98 adult learners stating their reason for enrollment was to get a job, 61 (62.25%) were employed as a result of training. Of the 42 stating job upgrading as the reason for enrollment, 29 (66.67%) did get better jobs as a result of the program. An additional 40 adult learners were enrolled in another training program. These three totals accounted for 129 (66.84%) of the 193 adult learners receiving career counseling.

Noting these accomplishments and focusing special attention on the Special 309(b) Project relative to the career counseling, it was concluded outstanding accomplishments were made with regard to this evaluative criteria for this part of the objective. To get so many disadvantaged adults back into the main stream of society economically is an outstanding feat in itself.

A positive change in the children's attitude toward school and career planning as reflected by their attendance and achievement in school.

Of the 103 adult learners receiving career counseling services, only 69 reported having children. However, only 45 adults reported a total of 94 children in school. Since only those who had been in the program for at least three months were accounted for, for evaluation purposes, the numbers were further reduced to 28 adults reporting 58 children in school.

When 1972-73 and 1973-74 attendance and grade averages were compared for each of these 58 children, it was found that improvements did occur. The average days absent decreased from 4.50 for 1972-73 to 3.90 for 1973-74 for this group of students. There were 34 students with decreased absenses this year, when compared with last year.

Fifteen of these students improved their grade averages this year one letter grade from last year, while 37 students maintained the same grade average this year as last. The overall grade average, as measured on a four-point scale, improved from a 1.98 in 1972-73 to a 2.14 in 1973-74.

The evaluators concluded that, in light of the aforementioned problems encountered, Objective 3 was accomplished as far as was possible. It was felt that the Huntsville staff did an admirable job in this area, considering the circumstances involved. Again, it is to be noted that this phase was considered so difficult to administer that it was deleted from the plans for the immediate future.

In summarizing the accomplishment relative to Objective III, the following conclusion was drawn about the Huntsville Special 309(b) Project: The project staff did an outstanding job, realizing the special characteristics of the involved adult learners, in providing career counseling services that involved the entire family in establishing career goals of the disadvantaged learner based upon the motivation and realistic abilities of the family unit.

Objective 4--To secure and train three career guidance counselors and two Adult Basic Education teachers in the use of the Individualized Career Decision-Making Chart on page 79.

Three well qualified career guidance counselors and two Adult Basic Education teachers were secured to work in the project.

One two-week intensive workshop and training session with the counselors and Adult Basic Education teachers was conducted to: (1) orient them to the school system and community resources; (2) orient them to the problems and way of dealing with the disadvantaged adult learners; and (3) to train them to effectively utilize the Individualized Career Decision-Making Model.

The following persons assisted in the intensive workshop and training sessions: Mr. Norman O. Parker, State Coordinator of Adult Basic Education; Mr. Bob Walden, Adult Basic Education Advisor for the State Department of Education; Dr. Harry Franks, Adult Education Professor, Auburn University; Dr. Maurice Persall, Deputy Head, Department of Instruction, Huntsville City School System; Mr. Ben Garmon, Director of Vocational Education, Huntsville City School System; Mrs. Bobbie Walden, Coordinator of Adult Education and Project Director, Huntsville

City School System; Mrs. Shirley Castelli, Learning Laboratory Instructor, Huntsville City School System; and two evening coordinators.

Some of the main activities conducted in the workshop that directly related to the project were as follows:

1. Orientation and review of the proposal.
2. Orientation and review of the total adult education program and special projects in the Huntsville City School System.
3. Location, review, and selection of career counseling materials and the resources available in the Huntsville Adult Learning Lab.
4. Identifying and visiting different community agencies, schools, and places of employment to develop working relationship.
5. Intensive training in the use of the Individualized Career Decision-Making Model. (Role playing was a key tool utilized in this intensive training.)

The 193 adults receiving career counseling services were listed and moved on the chart as they progressed. In some instances this process was discussed with the adult learner, and in other cases the counselor, after numerous meetings with the learners, subjectively made the assessment of the students progress with regard to the model (See chart, Page 79, to see where adult learners were in regard to the model at the completion of the project).

Due to the time element involved, the Adult Basic educators did not have the opportunity to utilize this process as much as had been anticipated, although several in-service sessions were held with the adult basic education instructors at that time. Plans are already under way to fully implement the model in regard to the total adult basic education program for the coming year.

The evaluators concluded that the project staff did an excellent job in fulfilling project Objective 4 in that they selected and trained three outstanding career guidance counselors and two adult basic education teachers in the use of the Individualized Career Decision-Making Chart.

Objective 5--To determine the feasibility of including career decision-making as a part of the Adult Basic Education curriculum.

The adult learners in the total Huntsville Adult Education Program stress two major reasons for enrolling in the ABE program. Those two major reasons were: (1) to get a job and (2) to get a better job. Since the primary reasons for enrolling in the ABE program relate to getting a job, or careers, then it seems that ABE programs should focus on careers and career decision-making.

Many times GED persons who complete the program still cannot get a job or have difficulty in securing employment. The additional career information they are exposed to could possibly redirect their efforts or employment objectives; thus being a very valuable asset to them.

Therefore, the Individualized Career Decision-Making Model adopted and utilized in all ABE programs could provide valuable assistance for focusing in on careers. It provided an excellent process for thought and assisting the adult learner in giving serious attention to setting realistic career objectives and developing a plan of action for achieving that objective.

After utilizing the career decision-making process, which involved the counselors and some ABE instructors on a limited basis, it was concluded that it was entirely feasible to include career decision-making as a part of the Adult Basic Education curriculum. Plans have already been made to incorporate career decision-making in the project and the total ABE program for next year.

Objective 6--To redefine and evaluate the Adult Basic Education Individualized Career Decision-Making Model.

Evaluation was to be in terms of:
a. Attitude toward career planning
b. Actual number of plans derived from the use of the model
c. The progress made by the counselors in achieving their goals as stipulated in the model

a. Attitudes toward career planning

Although no attempt was made to gather quantifiable data with regard to this criteria, several subjective indicaters were noted that possibly reflect on this criteria.

After numerous discussions with adult learners who were participating in the career decision-making process, the evaluators concluded that very positive attitudes existed toward the career counseling process. Several adult learners indicated that they had found out numerous things relative to a specific job and had changed their career objective as a result.

Another plus in regard to the attitude toward career planning was that all adult learners in the project were actively involved in the process. This could possibly indicate that they felt some good could be achieved through this participation.

There were 20.7 percent of the adult learners in the Special 309 (b) Project who enrolled in other educational or vocational training programs. This compared to only 10.9 percent of the adult learners in the total adult education program who enrolled in other educational or vocational training programs. This might possibly indicate that this special career thought process led to motivating persons to actively seek new careers.

After working with the career planning process and using the model the counselors felt that attitudes toward career planning were definitely improved as a result of bringing this out and openly discussing it with the adult learners at the opportune time. This is further supported by the attitudes reflected in the sample case studies in Appendix M.

Based on the subjective points noted above, the evaluators concluded that the counselors as well as the adult learners exhibited positive attitudes toward career planning. On numerous occasions the counselors also indicated that the model was an excellent means for organizing thoughts and activities for career planning.

b. *Actual number of career plans derived from the use of the model*

See Figure 1, Page 79, for the status of each enrollee in regard to the Career Decision-Making Model, upon completion of the project.

For the 193 adult learners, there were 26 (13.5%) who were at the stage of setting career goals, six (3.1%) who had met barriers, 23 (11.9%) at a point where they avoided a decision, 14 (7.3%) at a point of considering alternate ways of making a career decision, 19 (9.8%) at a point of deciding on a solution for which they had strength to achieve a desirable outcome, 14 (7.3%) at a point of redefining a decision, 24 (12.4%) had set goals and started a program, and 67 (34.7%) who had made satisfactory decisions.

After considering the characteristics of the disadvantaged learner and the actual time frame of the project, the evaluators concluded that excellent progress was made in dealing with this criteria. The Huntsville staff is to be commended for the progress the adult learners made in reviewing and establishing career plans.

c. *The progress made by the counselees in achieving their goals as stipulated in the model*

The progress made by the counselees in achieving their goals as stipulated above is discussed in the above criteria and is shown in Figure 1, page 79.

All of the 193 counselees were progressing through the career decision-making sequence spelled out in the model. Sixty-seven of the counselees had reached a satisfactory career decision. Based on the time span of the project the evaluators concluded that the counselees were making excellent progress in achieving their goals as stipulated in the Model.

Other evaluative measures specified in the proposal were:

1. *The number of families in the career decision-making process*

While the proposal stipulated a minimum of 120, there were 193 adults provided with career counseling services. Of these, 33 lived alone, and 49 had only one other person in the home. Some learners came to the center to get away from home.

Due to these difficulties, and other previously-mentioned problems, getting the "family" involved often proved impossible. Under the circumstances, however, it was felt by the evaluators that the Huntsville staff made all possible effort toward implementing this phase of the project.

2. *The amount of progress the adult learner has made in adult education*

See table 45, page 37, for specific data relative to grade levels at time of entry to and exit from program. The average grade level of the 193 adult learners at entry was 6.85. An increase to 8.80, almost two complete grade levels, was noted for average grade level for the 193 learners at time of class exit.

Since the project was only for one year, and many of the learners were enrolled for a very short period of time, and average increase of two grade levels was considered remarkable.

The evaluators concluded that the Huntsville staff was certainly successful in this aspect of the project.

3. *The amount of progress the learner has made in the career decision-making process*

See Figure 1, Page 79 , for the status of each enrollee in the career decision-making process upon completion of the project. There were 26 just setting career goals, six who had met barriers, 23 at the point of avoiding a decision, 14 considering alternate ways of making a career decision, 19 deciding on a solution for which there were strengths to achieve the most desirable outcome, 14 redefining a decision, [illegible] who had set goals and started a program, and [illegible] who had made satisfactory decisions.

The evaluators felt that the Huntsville staff had made good progress in this area, especially considering the varied length of time the adult learners had been engaged in this process.

4. *The degree of attitude change in the family unit*

The attitude change in the family unit was difficult to reduce to objective data. Various problems encountered when trying to involve the entire family in this project were discussed in detail relative to Objective 3, page 83.

Such tangible evidence as increased membership in civic organizations was noted in Table 40, page 34. Table 49, page 40, showed employment and job upgrading of the adult learners as a result of services received during this project. Improvements were also evident in attendance and achievement in school for those 58 children in school whose parents had been in the program at least three months.

As subjectively measured by the couselors, the degree of attitude change in the family unit was positive enough to be considered successful in terms of the objective. The evaluators are inclined to agree, with further evidence presented in Sample Case Studies, Appendix M.

5. *The number of learners enrolled in another training program*

Of the 193 adults receiving career counseling services, 40 (20.7%) were enrolled in another training program. Ten were enrolled in manpower programs, four were enrolled in four-year institutions, 14 in a community college, eight in a technical college, and four in on-the-job training programs.

The evaluators felt this was a phase of the project in which the Huntsville staff did an outstanding job. As career decisions were made, they were reinforced by the counselors aiding the adult learner in obtaining the necessary training to reach their desired goals.

6. *The number of learners getting new jobs or job promotions*

Table 49, page 40, shows that of the 193 adults receiving career counseling services, 98 indicated their major reason for enrolling was to get a job. Sixty-one (62.5%) were employed as a result of training. Of the 42 who indicated their major reason for enrolling was to get a better job, 29 (66.7%) did get better jobs as a result of training.

When compared with only seven percent of the total ABE enrollees obtaining jobs, and nine percent changed or were upgraded to a better job, as a result of the program, these figures appeared even more outstanding. The evaluators felt this aspect was certainly adequately met by the Huntsville staff.

7. *The number of community agencies involved in the program*

A listing of 14 agencies involved in the career counseling program was made on page 39. The counselors were very pleased with the cooperation of the community in all endeavors. Based on evidence presented, the evaluators agreed that this was one of the strong points of the Special 309(b) Project.

8. *The effectiveness of center-counseling compared to home-centered counseling*

After working in this Special 309(b) Project for a year, the counselors had come to the conclusion that it was almost impossible to compare effectiveness in this manner. More often than not, it was not choice, but circumstance that dictated where the counseling took place.

Since it was evident that some of the adult learners came to the center to avoid their home environment, it did not seem feasible to consider home-centered counseling for them. Yet, others were unable to come to the center because of lack of transportation, physical problems, or small children. In these instances, home-centered counseling was a necessity.

Although much less home-centered counseling actually took place than was originally anticipated, the evaluators felt that it was used whenever feasible. The Huntsville staff did an admirable job in determining when and where the counseling would be most effective.

9. *The positive attitude change of the children toward school*

The positive attitude change of the adult learners' children toward school was to be determined by attendance and achievement. For the children in school, attendance improved over the year from an average of 4.50 to 3.90. On a four-point scale, their grade averages increased from 1.98 to 2.14 during the year.

BEST COPY AVAILABLE

Considering the fact that the parents of these children were not participating in the program for the entire year, several as short a period as three months, the evaluators concluded that the positive gains shown were indicative of success in this area of the Special 309(b) Project.

The extent to which part-time teachers were able to use career decision-making process

This aspect of the Special 309(b) Project was never actually implemented due to time factors involved. By the time the counselors were familiar enough with the process through actual use, there was not enough time left in the duration of this project to train the part-time teachers and have them utilize the process. Several in-service sessions were held with the teachers, however, in anticipation of using the career decision-making process in the coming year. In fact, this appeared to be one of the major points of emphasis in the project for next year.

Considering the time limitations, the evaluators considered evidence of preparations for implementing this phase of the project next year to be sufficient for this objective. It was felt that the Huntsville staff did a remarkable job under the circumstances.

The following list offers additional evaluative data made available relative to other areas of program impact but not discussed in detail elsewhere in the evaluation report. The number of adult learners who:

1. Are on waiting list to enter program	34
2. Achieved eighth grade deploma through program	47

3.	Enrolled in high school diploma program	214
4.	Passed GED Test	555
5.	Graduated from high school after starting in adult education program	1
6.	Enrolled in other education/training program	512
7.	Were removed from public assistance rolls	52
8.	Obtained jobs as a result of adult education experience	804
9.	Changed to or were upgraded to a better job as a result of program	421
10.	Registered to vote for the first time	539
11.	Received U. S. Citizenship	37
12.	Received Driver's License	128
13.	Received training in completeing income tax forms	[illegible]
14.	Were handicapped	324
15.	Learned to read	335
16.	Learned to write	303
17.	Planned to go into vocational training	806
18.	Planed to take job training	610
19.	Received public assistance	465
20.	Joined a civic or other community organization	254
21.	Recruited other ABE learners	1,212
22.	Children staying in school because parents are in ABE class	1,293
23.	Used a family budget for first time	276
24.	Opened a bank account for first time	150
25.	Subscribed to newspaper or other publication for first time	642

Additional data pertaining to ABE participants who utilized the Mobile Van include:

1. The van served an average of 130 learners each week.
2. There were 54 volunteers working in this phase of the study (35 in recruiting and 19 in teaching).
3. In the jail class, coordinated by one van teacher and one counselor with the aid of ten volunteers, 174 learners were served.
4. Of the 704 books the van personnel checked out of the library, 305 of them were utilized by 32 students.

Reporting Findings

Observations made concerning specific program objectives, evaluation questions, and other critical program components led to the following conclusions:

1. The Huntsville staff did a creditable job in attempting to increase the percentage of enrollees in the ABE program who completed the GED requirements by five percent (Objective 1).

2. Based on the time limit involved and the characteristics of the disadvantaged adult learner, the project did an outstanding job in taking the disadvantaged, uneducated, unemployed or underemployed adults to an educational level that was necessary for entry into a career, or additional training for a specific industry (Objective 2).

3. The project staff did an outstanding job, realizing the special characteristics of the participating disadvantaged adult learners, in providing career counseling services that involved the entire family in establishing career goals of the disadvantaged learner based upon the motivation and realistic abilities of the family unit (Objective 3).

4. The project staff and administration did an outstanding job in selecting and training three career guidance counselors and two adult basic education teachers in the use of the Individualized Career Decision-Making Model (Objective 4).

5. After utilizing the career decision-making process, which involved the counselors and some ABE instructors on a limited basis, it was concluded that it was entirely feasible, and beneficial, to include career decision making as a part of the Adult Basic Education curriculum (Objective 5). Plans have already been made to incorporate career decision making in the project and the total Huntsville ABE program for next year.

6. After utilizing and evaluating the Adult Basic Education Individualized Career Decision-Making Model with 151 disadvantaged adult learners, the following conclusion was reached. The Model provides an excellent thought process in its present form for focusing attention on careers. It is practical to use and encourages critical thought relative to the career decision-making process. Positive attitudes toward the use of the Model were exhibited by the adult learners and career counselors (Objective 6).

7. The Huntsville Adult Learning Center, located on the grounds of Stone Junior High School in Huntsville, is one of the best equipped Adult Learning Centers in the State of Alabama. It is a demonstration center which should be visited by any person interested in developing a comprehensive Adult Learning Center.

8. The Mobile Learning Van, utilized in the home-centered instruction phase of the project, provided a unique way of attracting the hard core disadvantaged adults in the Model Neighborhood Area into the program. Its success was inevitable and has added a new dimension to Huntsville's total adult education program.

9. The commingling of funds from eight different agencies demonstrated what can be accomplished when business, industry, educational and government agencies cooperate to provide a service desperately needed by a significant portion of the population. This project would not have been possible without this cooperation.

10. The Huntsville Adult Education staff, in conjunction with the Special 309 (b) Project, demonstrated the feasibility of utilizing a career decision-making model to help the disadvantaged adult upgrade himself educationally and to make a realistic career decision based upon his and his family's personal value system. A large number of the program participants were from the Model Cities Neighborhood Area and were recruited for the ABE program, and were referred to the Counselors. Although there was not as much family involvement in the career counseling process as was anticipated, the family was involved whenever possible and feasible. It was felt that a career decision-making model could be effectively utilized in any community setting, given enough time to initiate the beginning phases and in-service education.

In conclusion, it is felt that the components of this Special 309 (b) Project could be utilized successfully in dealing with disadvantaged adult learners in almost any setting.

Recommendations

On the basis of the success demonstrated and other related discussions of this report with regard to the Huntsville (Alabama) Special 309(b) Project, "A Career Decision Making Model Utilizing Adult Basic Education and Counseling for the Under/Unemployed Adult and Family," the following recommendations were made by the evaluators.

1. That career counseling be incorporated into all ABE programs involving the disadvantaged adult.
2. That teacher educators and book publishers develop more career counseling and occupational information material oriented toward the disadvantaged adult.
3. That more in-service time be allotted prior to program initiation.
4. That when space permits, project counselors be located in the same building as the total ABE program so that they would be more accessible to the adult learners, and could become more involved with the total educational process.
5. That a more indepth public relations program be implemented to explain to the community what career counseling is and what services are available.
6. That the family counseling concept not be totally dropped from the career counseling activities, even though it is difficult to administer. Possibly different evaluative criteria should be developed for dealing with this component that do not place primary importance on numbers involved. It is felt that under certain circumstances that it would be very beneficial to the disadvantaged adult learner to involve the total family unit in the career decision-making process.
7. That the Individualized Career Decision-Making Model be utilized by counselors and ABE teachers dealing with disadvantaged adults. The Model offers an excellent thought process for dealing with career decision-making.

8. That the Huntsville School System continue to set a high priority on educating the disadvantaged adult. The system has developed an adult education program that should be used as a model for other school systems in Alabama and the nation.

9. That the school system employ at least one full-time vocational counselor for its Adult Education Program.

10. That other school systems in the state and nation utilize the methods of personalizing instruction for disadvantaged adult learners developed by the Huntsville Adult Education Program.

V. CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS OF PROJECT PERSONNEL

The Huntsville (Alabama) Special 309 (b) Project, "A Career Decision Making Model Utilizing Adult Basic Education and Counseling for the Under/Unemployed Adult and Family," had an impact on the Huntsville City School System and adult education program statewide. The project acted as a catalyst for the implementation of career decision-making in ABE programs statewide.

Conclusions and recommendations of the third party evaluators were offered in the previous section of this report. Only conclusions, implications, and recommendations of project personnel are offered here.

After working closely with the Special 309 (b) Project and the total Huntsville Adult Education Program, the project staff offered the following recommendations:

1. That more counseling material be developed and utilized that focuses on the disadvantaged adult. Material on the family and how decisions affecting the family are reached would be very helpful.
2. That more occupational information be developed and utilized that is oriented to adults. It is felt that adults would become more involved if material was on their level rather than a junior high level.
3. That more time be allotted to initiate the beginning phase of the project. There was not sufficient time to conduct the in-service training required for implementation of the model into the adult evening program.

4. That other adult education programs should utilize volunteers and paraprofessionals to assist in recruiting, motivating, counseling, teaching, and retaining the adult learner/client.

5. That at least one vocational counselor be employed for the Huntsville Adult Education program. Adults have as much or more need for vocational counseling than the regular public school students. Since regular part-time adult evening programs cannot financially afford a counselor, this would provide a resource person who could work with each program.

6. The Huntsville Project should be utilized as a demonstration center to illustrate the use of the career decision-making model and methods of personalizing instruction for adult learners.

7. That methods utilized by the Huntsville Project to get adults to accept the responsibility for (1) establishing their own career goals, and (2) working toward those goals, should be adopted by other adult education programs.

8. That basic materials on occupational information be a part of every adult education evening program. Adult learners need information to stimulate interest in various career areas.

9. That every effort be made to work with community agencies for mutual benefit. An effective relationship can help provide the adult learner with the proper resource at the right time.

10. That every effort be made by the Huntsville City Board of Education to continue to serve adults, especially the disadvantaged, in Huntsville. Educational opportunities for adults are as important as are those for any other group.

Bibliography

1. Adult Learning Center, Huntsville City Schools. *Handbook for Veterans Educational Program.* Huntsville, Alabama, 1973.

2. Alabama. Department of Education. *Educational Directory, 1972-1973.* Bulletin 1973, No. 1.

3. Alabama. Department of Health, Bureau of Vital Statistics. *Economic Abstract of Alabama, 1972.* University of Alabama, 1973.

4. The Community Council of Huntsville and Madison County. *Directory of Community Services, 1972-1973.* Huntsville, Alabama, 1973.

5. Feingold, S. Norman. *A Counselor's Handbook.* Cranston, Rhode Island: The Carroll Press, 1972.

6. Huntsville, Alabama. City Demonstration Agency. *Shared Information System.* 1973.

7. Huntsville Area Vocational Technical Center, Huntsville Adult Education Program. *Materials Guide for Adult Basic Education.* Huntsville, Alabama, 1974.

8. U. S. Department of Commerce, The Bureau of the Census. *General Social and Economic Characteristics, Alabama.* 1970.

9. Wilkerson, Worth. "A Second Chance at an Education." *Tennessee Valley Perspective.* Winter, 1972.

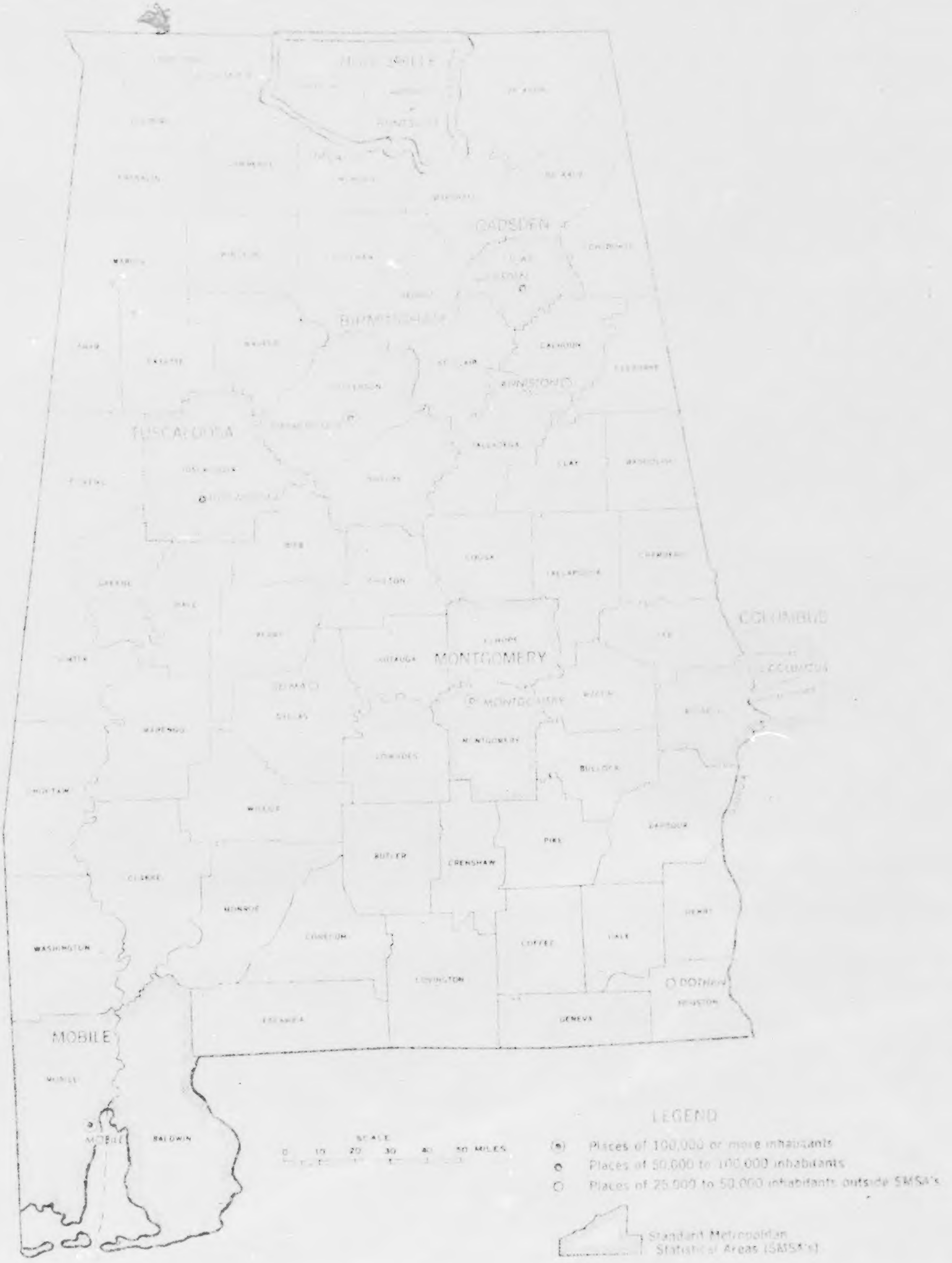
APPENDICES

APPENDIX A

MAP OF ALABAMA, COUNTIES, STANDARD METROPOLITAN STATISTICAL AREAS, AND SELECTED PLACES

ALABAMA

Counties, Standard Metropolitan Statistical Areas, and Selected Places


HUNTSVILLE
LAUDERDALE
LIMESTONE
MADISON
JACKSON
HUNTSVILLE
COLBERT
LAWRENCE
MORGAN
DE KALB
FRANKLIN
MARSHALL
GADSDEN
ETOWAH
GADSDEN
MARION
WINSTON
CULLMAN
CHEROKEE
BLOUNT
BIRMINGHAM
LAMAR
FAYETTE
WALKER
ST. CLAIR
CALHOUN
CLEBURNE
JEFFERSON
ANNISTON
TUSCALOOSA
BIRMINGHAM
TALLADEGA
CLAY
RANDOLPH
PICKENS
TUSCALOOSA
TUSCALOOSA
SHELBY
BIBB
CHILTON
COOSA
TALLAPOOSA
CHAMBERS
GREENE
HALE
COLUMBUS
PERRY
ELMORE
LEE
SUMTER
AUTAUGA
MONTGOMERY
SELMA
DALLAS
MONTGOMERY
MACON
COLUMBUS
RUSSELL
MARENGO
MONTGOMERY
LOWNDES
BULLOCK
CHOCTAW
WILCOX
BARBOUR
BUTLER
CRENSHAW
PIKE
CLARKE
MONROE
HENRY
CONECUH
COFFEE
DALE
WASHINGTON
COVINGTON
DOTHAN
HOUSTON
ESCAMBIA
GENEVA
MOBILE
MOBILE
MOBILE
BALDWIN
SCALE
0 10 20 30 40 50 MILES
LEGEND
⊛ Places of 100,000 or more inhabitants
⊙ Places of 50,000 to 100,000 inhabitants
○ Places of 25,000 to 50,000 inhabitants outside SMSA's
Standard Metropolitan Statistical Areas (SMSA's)

APPENDIX B

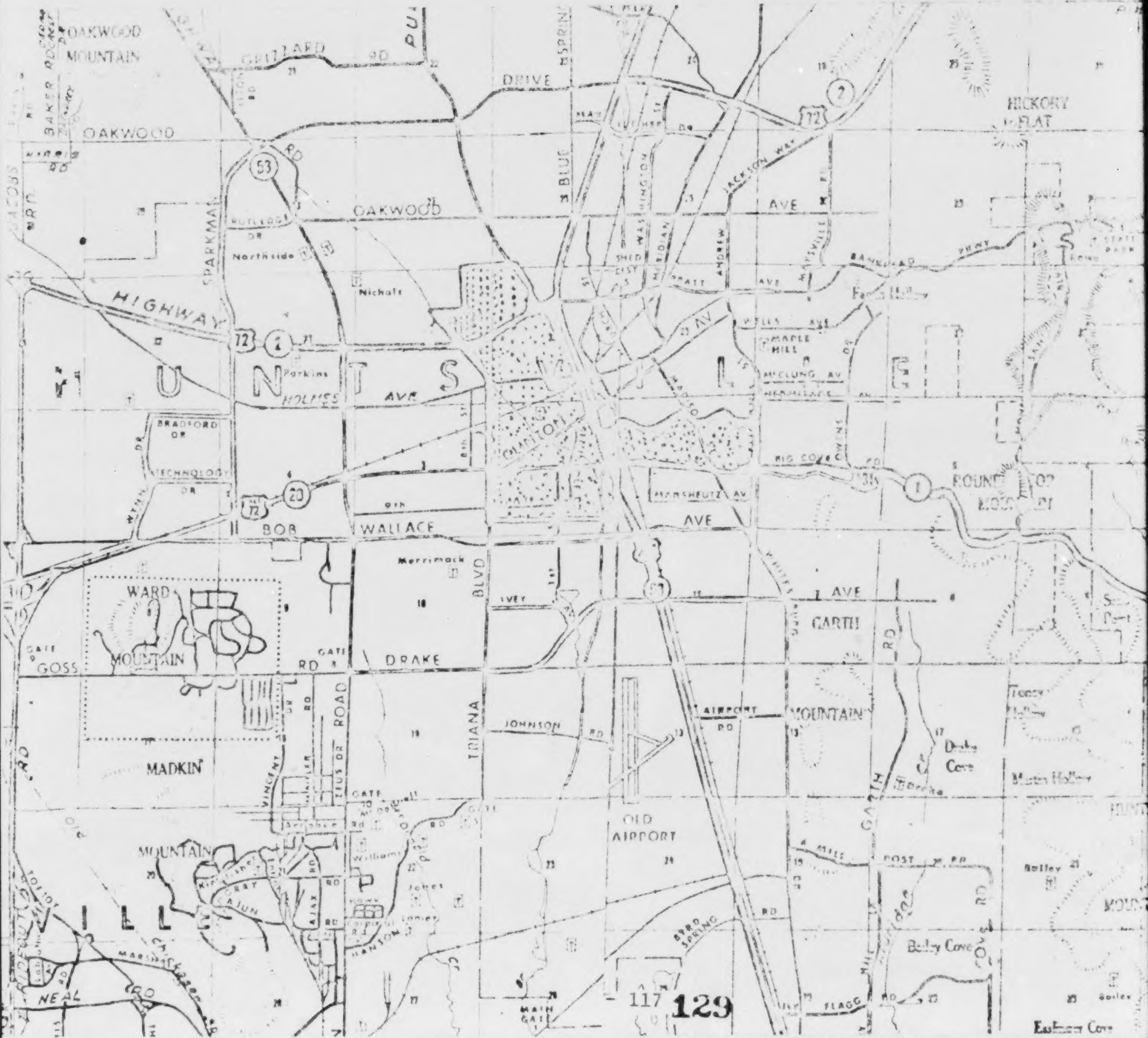
MODEL NEIGHBORHOOD AREA
HUNTSVILLE, ALABAMA

2

MODEL NEIGHBORHOOD AREA

HUNTSVILLE, ALABAMA

BEST COPY AVAILABLE


OAKWOOD MOUNTAIN
BAKER
GRIZZARD RD
DRIVE
BLUE SPRING
OAKWOOD
OAKWOOD
RD
HICKORY FLAT
JACKSON WAY
AVE
SPARKMAN
RUTLEDGE DR
Northside
Nichols
SHED
WASHINGTON
MERIDIAN
ANDREW
PRATT AVE
MAYSVILLE RD
BANKHEAD PKWY
HIGHWAY
72
2
53
HUNTSVILLE
Parkins
HOLMES AVE
WELLS AVE
MAPLE HILL
McCLUNG AV
BRADFORD DR
TECHNOLOGY DR
BIG COVE RD
20
1
ROUND TOP MOUNTAIN
9th
BOB WALLACE AVE
AVE
Merrimack
BLVD
IVEY
WARD MOUNTAIN
GOSS RD
DRAKE
GARTH
RD
ROAD
TRIANA
JOHNSON RD
AIRPORT RD
MOUNTAIN
Drake Cove
Martin Hollow
MADKIN
VINCENT
OLD AIRPORT
GARTH
MOUNTAIN
Williams
CAJUN
Jones
HANSON
BYRD SPRING
RD
Bailey Cove
COVE RD
NEAL
MAIN GATE
FLAGG
Bailey
Eustace Cove

BEST COPY AVAILABLE

MAP OF MODEL CITY HUNTSVILLE, ALABAMA

including a listing of streets found in the model area. Listed also are the block numbers within the area when a street extends through the area.

1st St.
2nd St.
3rd St.
4th Ave.
4th St.
5th St.
6th St.
Alaska Ave.
Anchorage St.
Appleby St.
Atta Ct.
Arctic St.
Bailes St.
Barbara Dr.
Battle Dr.
Beard St.
Beasley Ave.
Bell Ave.
Binford Ct.
Blake St.
Boardman
Boundry Ave.
Boyd Ave.
Braham Ave.
Brookside Dr.
Brookside St.
Brown
Carolyn Dr.
Cavalry St.
Cemetery St.
Cherry St.
Cogsville Ave.
Coltart Ln.
Council St.
Cox Ave.
Crawford St.
Daisy Ave.
Davies Ave.
Derrick St.
Dewey St.
Dixie Pl.
Earl St.
Eldridge Dr.
Fackler St.
Fairbanks
Fairbanks St.
Fitchard Ave.
Glacier St.
Greenland St.
Grove Ave.
Hall Ave.
Hammonds Ave.
Harden Ave.
Hart Dr.
Heudsley St.
Hickman Ave.
Hicks Ave.
Hicks Pl.
Indiana St.
Ingle Dr.
Jackson Ave.
Kelly Ave.
Klondike St.
Kranz Ave.
Langford Ave.
Larkin St.
Lawrence Ave.
Lee Dr.
Lowell Dr.
Lowry St.
Lucille St.
Magnolia
Mason Ct.
Mazza Ave.
McBroom
McCrary St.
Meadow Dr.
Mitchell Dr.
Montgomery
Moore Ave.
Orleans Dr.
Palmer Ave.
Peachtree St.
Pelham Ave.
Pleasant Row
Pope Ave.
Poplar Ave.
Posey St.
Powers Ave.
Rands Ave.
Rice Ave.
Robingson Ave.
Roosevelt
Ryan Al.
Saint Clair Ave.
Sears Dr.
Seminole Dr.
Shetty Ave
Sitka
Sivley Rd.
Standley Dr.
Stokes St.
Stone St.
Timberlane Ave.
Townsend
Tundra
Turner St.
Union Dr.
Vernon Ave.
Wilson Dr.
Canada
Madison St.
Rook Ave.
Yukin St.
Lowe Street

Green Street - 600 thru 700 blocks
Gallatin St. S.W. - 500 thru 900 blocks
Franklin St. S.E. - 700 and 800 blocks
Adams St. S.W. - 710 thru 908 blocks
Sixth Ave.S.W. - 2600 thru 3100 blocks
7th Ave. S.W. - 2200 thru 3100 blocks
8th Av. S.W. - 2600 thru 3100 blocks
9th Av. S.W. - 2600 thru 3100 blocks

Pulaski Pike - 500 thru 1600 blocks
10th Av. S.W. - 2600 thru 3100 blocks
Governors Dr.S.W.-2400 thru 3100 blocks
Clinton Av.W. - 2200 thru 2600 blocks
Univ.Dr.N.W. - 2200 thru 3000 blocks
Triana Blvd - 100 thru 2400 blocks
Holmes Av.N.W. - 2100 thru 2800 blocks
Turf Av.N.W. - 2800 thru 2907 blocks

APPENDIX C

ADULT EDUCATION MOBILE LEARNING VAN

ADULT EDUCATION LEARNING VAN

OPERATED BY HUNTSVILLE CITY BOARD OF EDUCATION

ADULT
EDUCATION LEARNING
VAN
HUNTSVILLE CITY BOARD OF EDUCATION
W

JOIN US FOR A BETTER.....

JOB
LIFE
FUTURE
and FUN

Through

READING, WRITING & FIGURING BETTER

FOR INFORMATION CALL: 536-5328

APPENDIX D

LETTER FROM AN ADULT LEARNER IN THE MADISON COUNTY JAIL CLASS

BEST COPY AVAILABLE

[redacted]
Montgomery, Ala

Mr. Wilson

I am working in the text-books that you gave me while I was at the Madison County jail and I wish for you to send me some more.

I don't have as much time here as I did up there to study but I am coming alone nicely.

I wish to thank you and the Board of Education for this opportunity that you have given me. I thank you.

Sincerely yours,

[redacted]

P.S.

I am listing the text-books that I have so you will not send duplicates.

Algebra Book I
World History
Gateways to Correct Spelling
Programmed Math Book 12

Books sent Nov. 30, 1973
Gen. Ed Series - English
Gen. Ed Series - Literary Materials
Gov. By the People I

APPENDIX E

SAMPLE OF CLIENT RESPONSE TO CAREER COUNSELING

Miss Henderson,

The man from the Employment Office called me today. He found me a job at Automatic Electric so the following week I'll start school at night. I won't forget school because it's something I need. Thanks for everything

Love [redacted]

APPENDIX F

NEWSPAPER ARTICLES FROM HUNTSVILLE NEWSPAPERS

THE ROCKET — SEPTEMBER 19, 1973

Adult Education Week

Mayor Joe Davis has proclaimed September 24-29 as Adult Education Week in Huntsville.

The Huntsville City Board of Education will have registration Monday at Stone Junior High and Cavalry Hill School at 6:00 p.m. The following classes are offered free to all adults: Adult Basic Education, GED (High School Equivalency diploma), typing, shorthand, woodworking, ceramics, personal grooming, and sewing.

All classes will meet on Monday and Thursday evenings from 6:00 until 9:00 p.m.

For further information about Adult Education please call Mrs. Bobbie Walden at 536-5328

Counselors

The Huntsville City Board of Education's Adult Education Program has employed three full time vocational counselors to assist adults who are seeking educational and job opportunities.

Joseph Burton, Herman Wright and Margaret Henderson can be contacted at the Adult Learning Center (behind Stone Jr. High for free counseling. To help learners make more knowledgeable choices in their academic program to supplement occupational interest will be counseling on Monday evenings (6 to 9) at the Calvary Hill Adult Evening Classes and Mrs Henderson, will be counseling on Monday at the Adult Evening Program, Stone Jr. High.

The Counselors serve as a resource for information on Community educational programs. Free vocational and educational testing is available to adults to learn more about interests, talents, and capabilities of the adult learner

The Adult Education Program is able to offer this free counseling service through a special 309 (b) grant received from HEW.

The Huntsville Times

TUESDAY, DECEMBER 4, 1973

Adult Education Signup Planned

The adult education course, "Community Programs in Adult Education" will be offered in Huntsville by the Auburn University Department of Vocational and Adult Education.

Registration will be Wednesday evening at 6 p.m. at the Adult Learning Center, 2627 Hall Ave. NW. (behind Stone Junior High School).

The course to be taught during the winter quarter is designed for teachers and supervisors in adult education at all levels. Dr. Harry Frank head of adult education at Auburn will be the instructor.

For additional information please call 536-5328

HUNTSVILLE NEWS

THURSDAY, SEPTEMBER 13, 1973

Board of education hires 3 counselors

Three full-time vocational counselors to assist adults seeking educational and job opportunities have been employed by the city board of education's Adult Education Program.

They are Joseph Burton, Herman Wright and Margaret Henderson, and can be contacted at the Adult Learning Center behind Stone Jr. High for free counseling.

Wright will be counseling Monday nights from 6 to 9 p.m. at the Cavalry Hill adult evening classes, and Mrs. Henderson will counsel Monday nights at the adult evening program at Stone Jr. High.

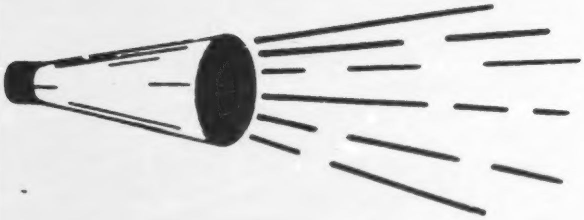
Adults who want to find out more about particular jobs and how to qualify for them can phone the Adult Learning Center at 536-5328 for free counseling appointments.

The counselors serve as a resource for information on community educational programs. Free vocational and educational testing is available to adults who want to know more about the interests, talents and capabilities of the adult learner.

The Adult Education Program offers the free counseling service through a special 309 (b) grant received from HEW.

APPENDIX G

PROMOTIONAL FLYERS

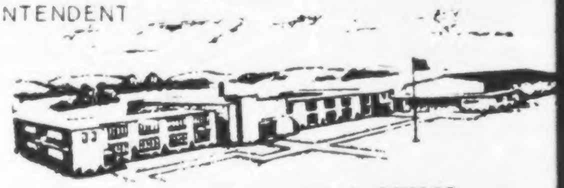


SPREAD THE WORD

ADULT EDUCATION CLASSES

OPERATED BY HUNTSVILLE CITY BOARD OF EDUCATION
DR. V. M. BURKETT, SUPERINTENDENT

CAVALRY HILL SCHOOL
2800 POPLAR AVENUE NW



STONE JR. HIGH SCHOOL
2620 CLINTON AVENUE WEST

REGISTRATION: April 1, 1974
LOCATION: Cavalry Hill School and Stone Junior High School
CLASSES BEGIN: April 1, 1974
CLASS SCHEDULE: Monday and Thursday Nights
TIME: 6:00 - 9:00 P.M.

FOR FURTHER INFORMATION CALL: 536-5328 OR 534-7639

ADULT CENTER: ADULT LEARNING CENTER
2627 Hall Avenue N.W.

AREAS OF INSTRUCTION: Adult Basic Education
G.E.D.
English As A Second Language

SCHEDULE: Monday, Tuesday, Thursday
8:00 A.M. - 9:00 P.M.
Wednesday and Friday
8:00 A.M. - 3:30 P.M.

THE FOLLOWING COURSES ARE OFFERED AT BOTH SCHOOLS: (COURSES ARE FREE)

1. BEGINNING TYPING
   - A. Introduction to Machine
   - B. Study of Keyboard
   - C. Typing Correspondence
   - D. Typing for Pleasure
2. BOOKKEEPING AND ACCOUNTING
   - A. Consumer Math
   - B. Using an Adding Machine
3. BEGINNING SHORTHAND
4. HOME ECONOMICS
   - A. Sewing
   - B. Meal Planning and Cooking
   - C. Personal Grooming
5. ADULT BASIC EDUCATION CLASSES
6. G.E.D. CLASSES (Working toward High School Equivalency Diploma)
7. READING DEVELOPMENT

THE FOLLOWING COURSE OFFERED ONLY AT CAVALRY HILL SCHOOL:

HOME IMPROVEMENT AND MAINTENANCE (Woodworking and Furniture Refinishing)

THE FOLLOWING COURSES OFFERED ONLY AT STONE JUNIOR HIGH SCHOOL:

BEGINNING MODERN ALGEBRA (Thursday, 6:00 - 7:30 P.M.)
INTERMEDIATE MODERN ALGEBRA (Thursday, 7:30 - 9:00 P.M.)
INTERMEDIATE SHORTHAND
CERAMICS

ADULT EDUCATION - OPENS THE DOOR TO OPPORTUNITY

Free Career Counseling is as close as your phone.

536-5328

WHAT IS CAREER COUNSELING?

Perhaps you've been thinking about building a better future for yourself. But right now you're confused and bewildered by the many choices that face you. That's where we come in. Career Counseling is a special free service that can help you make important career decisions more easily and help you plan your course of action.

WHAT CAN CAREER COUNSELING DO FOR YOU?

Our counselors can help you find a job or training opportunities. They will do the following:

- help you assess your own interest and capabilities
- help you learn more about occupational fields that are likely to expand in the next decade
- let you know what education or training you'd need for your chosen career
- refer you to places where you can get the necessary education or training
- give you information about child care facilities, testing centers and other supportive services in your area

And, just as important, our counselors can give you encouragement and support when you need it.

WHO IS ELIGIBLE?

You are, if you're sixteen or older.

WHERE IS CAREER COUNSELING?

The ADULT LEARNING CENTER, 2627 Hall Avenue, N.W. (located at the rear of Stone Jr. High School). Or, just dial 536-5328 between 8 and 4:30 any weekday for an appointment.

HOW LONG DOES CAREER COUNSELING TAKE?

It may take only a few days for you to make a career decision and act on it. Or it may take several months. Every person is different. That's why it's important for you to know that you can talk to your counselor for as long as you'd like and as often as you feel it's necessary.

WHAT DOES IT COST?

FREE !!

This is a special project funded through U.S. Dept. of Health, Education, and Welfare - Special 309 (b) funds.

THE NUMBER IS . . . . .

536-5328 OR 534-7639

THE SERVICE IS FREE . .

AND WE'D LIKE TO HELP YOU

HUNTSVILLE CITY BOARD OF EDUCATION

V. M. BURKETT, SUPERINTENDENT

APPENDIX H

ADULT LEARNER PERMANENT RECORD CARD
HUNTSVILLE ADULT EDUCATION PROGRAM

BEST COPY AVAILABLE Revised June 1969

STUDENT PERMANENT RECORD CARD -- ALABAMA ADULT BASIC EDUCATION PROGRAM
(To be completed by teacher and retained as part of permanent record for each student enrolled in program.)

Mr.
Mrs.
1. Name of Student Miss ______________________________

2. Address ______________________________

3. Date of birth ____________ 4. Social Security No. ____________

5. Marital status ( ) Married ( ) Single ( ) Widowed ( ) Divorced ( ) Separated

6. Sex ( ) Male ( ) Female 7. Race ( ) White ( ) Negro ( ) Other ________

8. Age ( ) 15-24 ( ) 25-34 ( ) 35-44 ( ) 45-54 ( ) 55-64 ( ) 65 & Over

9. Years lived in Alabama __________ 10. Civic organizations __________

11. Number of children __________ 12. Number of children in school ____

13. Number of people living in home __________

14. Employed ( ) Yes ( ) No

15. Public assistance ( ) Welfare ( ) Social Security ( ) OASI

16. Annual income ( ) 0-$1500 ( ) $1500-$3000 ( ) $3000-$5000 ( ) Over $5000

17. Grade completed __________

18. Grade parents completed in school Mother _____ Father _____

19. Date of ABE enrollment __________ 20. Entry Level ( ) I ( ) II ( ) III

21. Date of re-entry __________ 22. Re-entry Level ( ) I ( ) II ( ) III

23. Grade level evaluation at time student entered class
Reading ______ Writing ______ Arithmetic ______ Language ______

24. Major reason for enrolling in ABE class ( ) To get job ( ) To get better job
( ) Social ( ) Self improvement ( ) Other

- -

(To be completed after leaving or closing of class)

25. Completed Level ( ) I ( ) II ( ) III

26. Date and reason for leaving class ______________________________

27. Number of weeks enrolled in class __________

28. Final grade level evaluation
Reading ______ Writing ______ Arithmetic ______ Language ______

Signed ____________________
Teacher

Date ____________ School ____________________

APPENDIX I

FORMS USED IN CAREER COUNSELING ASPECT OF PROGRAM

Personal & Family Data Sheet

NAME ____

ADDRESS ______________________________________
No Street City

DATE OF BIRTH ________________ Social Security No. ________

MARITAL STATUS: ______MARRIED ____SINGLE ____DIVORCED ____SEPARATED

SEX: ____MALE ______FEMALE

RACE: ____BLACK ____ORIENTAL ____WHITE ____OTHER

APPROXIMATE ESTIMATED FAMILY INCOME-YEARLY ______________

NO. OF CHILDREN __________NO. OF CHILDREN IN SCHOOL ______________

NO. OF PEOPLE LIVING IN YOUR HOME ______________________

EMPLOYED: ____YES ______NO

Have you ever used the Alabama State Employment Service?

____YES ______NO ________WHEN? ______________WHERE? ____________

Highest grade completed in school ______________________

Major reason for enrolling in adult education: ________To Get better job ________To get job ________To meet other people ______Self Improvement ________Other- please write down reason ______________

How can the vocational counselor be of help? ______________

Military background:Branch of Service ____________Years of Service ________What did you do in service? ______________

Work Experience-Jobs you have held and now hold

Date From	To	Place	Job Held

INTERVIEW REPORT

NAME ______________________________ DATE ______________

ADDRESS ____

Person who initiated session: COUNSELOR ___________ LEARNER _____

Reason for Session: ___________________________________

____

LEARNERS APPEARANCE: __________________________________

Comments from session:

RECOMMENDATIONS:

CDM-5-73

INITIAL ___________

ADULT LEARNING CENTER

BEST COPY AVAILABLE

BURTON ____________

HENDERSON ____________

WRIGHT ____________

DATE ____________

TIME

____________ A. M.

____________ P. M.

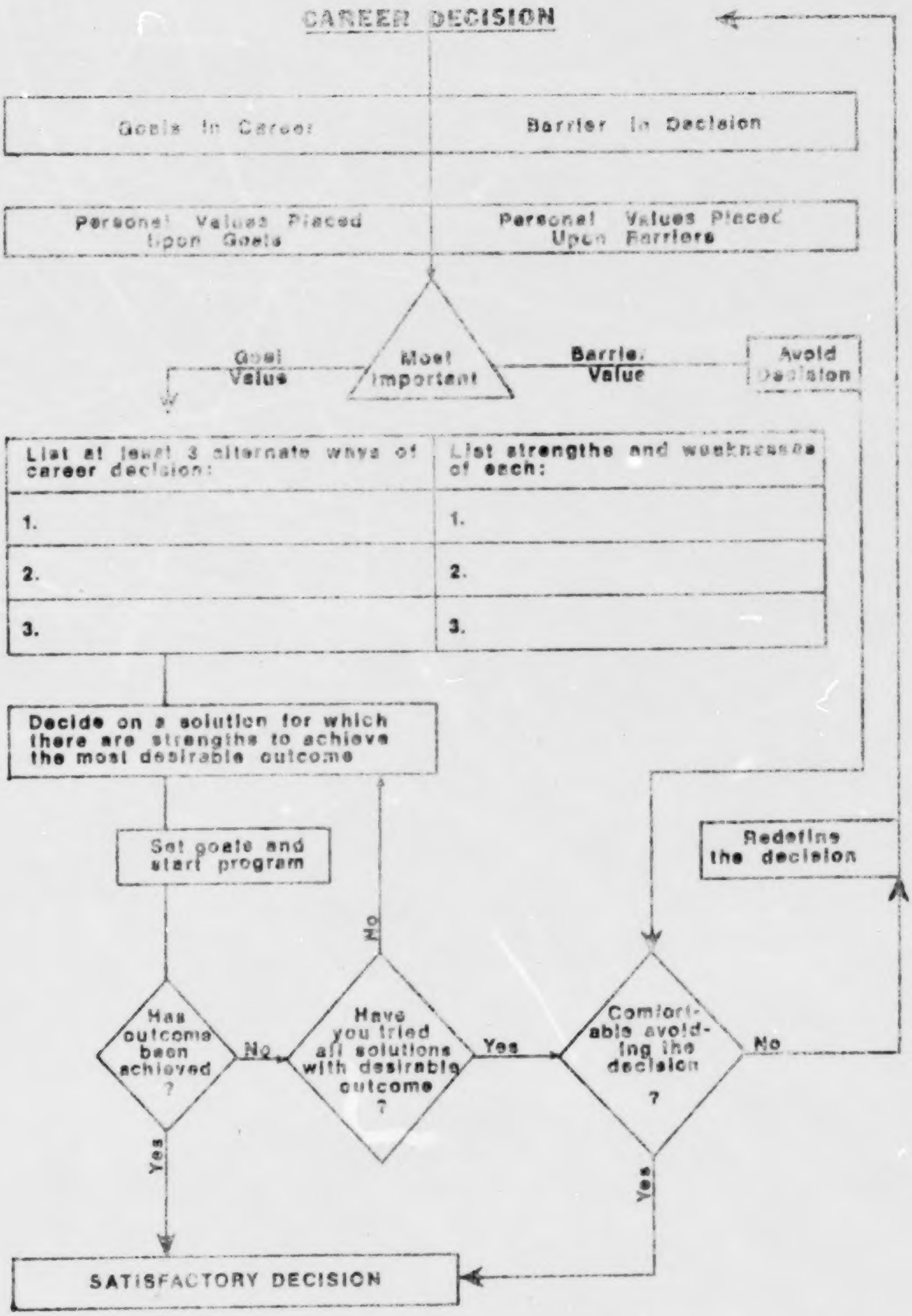
PERSON CALLED ____________ TELEPHONE NUMBER ____________

PERSON CALLING ____________ TELEPHONE NUMBER ____________

COMMENTS:

CDM-2-73

INITIAL ____________


CAREER DECISION
Goals in Career
Barrier in Decision
Personal Values Placed Upon Goals
Personal Values Placed Upon Barriers
Most Important
Goal Value
Barrier Value
Avoid Decision
Decide on a solution for which there are strengths to achieve the most desirable outcome
Set goals and start program
Has outcome been achieved ?
Yes
No
Have you tried all solutions with desirable outcome ?
No
Yes
Comfortable avoiding the decision ?
No
Yes
Redefine the decision
SATISFACTORY DECISION

List at least 3 alternate ways of career decision:	List strengths and weaknesses of each:
1.	1.
2.	2.
3.	3.

INDIVIDUALIZED CAREER DECISION MAKING CHART

APPENDIX J

ANNOTATED BIBLIOGRAPHY OF CAREER COUNSELING MATERIALS

AN ANNOTATED BIBLIOGRAPHY OF CAREER COUNSELING MATERIALS

Alabama Department of Industrial Relations. Alabama Job Guide For Young Workers. Montgomery, Alabama, 1971.

The purpose of this publication is to provide counselors in the Alabama State Employment Service, schools, and community agencies and adults with educational facilities, job descriptions, and employment prospects in Alabama. Every two - and four - year college in Alabama is listed, along with pertinent information on cost, curricula, and student aids. Trade schools and their offerings are discussed.

Alabama State Employment Service. How to Prepare Yourself for Job Interviews. Montgomery, Alabama.

[illegible] the interview [illegible] procedures that are [illegible] The pamphlet is free from the State [illegible]

Blakely, Caroline. Occupations. Syracuse, New York, New Readers Press, 1972.

Much of the material in this book first appeared in the weekly newspaper, "News for You." Information on job descriptions usually came from the Occupational Outlook Handbook. The descriptions are written at a low level, high interest reading level for adults. Pictures stimulate interest in occupations.

Careers, Inc. Careers Kits. Largo, Florida, 1972.

Six separate kits containing career briefs, summaries, and job guides on a wide range of [illegible] ~~[illegible]~~ are used for individual research or group discussion. The kits are updated with frequent mail-in job descriptions. Careers are listed on Health, Industrial, Science, Engineer, Business, and Semi-skilled. The adult learner can browse with freedom during leisure time for occupational information.

Dare, Beatrice F. and Edward J. Wolfe. Accent/Job Models. Chicago, Illinois, Follett Publishing Company, 1967.

This series of worktexts helps the learner know specific job skills that will be required for successful job performances.

Dare, Beatrice F. and Edward J. Wolfe. Accent/The World of Work. Chicago, Illinois, Follett Publishing Company, 1967.

A series of worktext books written on a low level on the following subjects: You and Your Occupations, Getting That Job, You and Your Pay, will help the learner talk with the teacher and in group discussion in order to choose the occupation best suited to him.

Fenigold, Norman S. A Counselor's Handbook. Cranston, Rhode Island, Carroll Press, 1972.

Dr. Fenigold is a prolific writer and respected educator in field of counseling and career development. This book is a collection of articles and speeches selected from more than 125 important contributions. The articles span a range of subjects including: student aid, rehabilitation of the handicapped, high school and college counseling, future competencies required by counselors and a penetrating analysis of the world of work.

Goble, Dorothy. How to Get a Job and Keep It. Austin, Texas, Steck-Vaughn, 1969.

This basic worktext utilizes an easy vocabulary to give a step-by-step exploration of the often-confusing procedures, requirements, and rules for getting and keeping a good job.

Hall, L.G. Hall Occupational Orientation Inventory. Chicago, Illinois, Follett Educational Corporation, 1968.

The Hall Occupational Orientation Inventory was developed to help the individual relate information about himself to selected occupations in such a way that the information is meaningful and facilitat~~ion~~es occupational exploration. Learners understand variables that will effect their occupational choice. In the Counselor's Manual, there is emphasis on individual and group counseling strategies and purposes for which the Inventory can appropriately be utilized.

Happock, Robert. Occupational Information. New York, New York, McGraw-Hill, 1967.

This is a textbook for use in the education of counselors and others to whom people turn when they want facts about jobs to help them to decide what they will do to earn a living. The kinds of occupational information that clients and counselors need is identified as well as suggestions given on appraising, classifying and filing it. The results of new research shows the impact of occupational information on career plans, motivating ~~to keep~~ the counselor current with job information.

Health Career Council of Alabama. Health Careers in Alabama. Birmingham, Alabama, 1973.

Outlined in this reference manual are more than 100 available health careers, including qualifications, training, institutions for such training, financial assistance, loan free films for guidance and expected salary. All the careers in the health field are not listed, only those that are usually found in the Alabama area.

Holland, John L., Ph.D. Self-Directed Search. Palo Alto, California, Consulting Psychologist Press, Inc., 1972.

The Self-Directed Search is a self-administered, self-scored, and self-interpreted vocational counseling tool. To use the S.D.S. a person merely fills out the assessment booklet and obtains a three-letter occupational code. He then uses the code to locate suitable occupations in the occupational classification booklet, The Occupations Finder. In short, the S.D.S. provides a vocational counseling experience by simulating what a person and his counselor might do in several interviews. Most people complete the S.D.S. in 40 to 60 minutes.

Kelly Services, Inc. The Kelly Girl Second Career Guide. Boston, Massachusetts, Little, Brown and Co., 1973.

This guide was published to give a complete manual of modern office procedure for the first-time worker or a refresher for the woman returning to office work. Useful exercises in grammar, hints for using office machines, basic math, filing, handling visitors, etc., are very specific and realistic.

Knott, Bill. They Work and Serve. Austin, Texas, Steck-Vaughn, 1967.

Eleven interesting stories presented on a low reading level give a short insight into eleven occupations suitable for job entry into semi-skilled careers.

Kosnick, Kay. The World of Work. Syracuse, New York, New Reader's Press, 1969.

Much of the material in this book first appeared in the weekly newspaper, News for You. The articles appeared as a series, "You and Your Job". Chapters on jobs for teenagers, jobs for mature workers, jobs for the handicapped, and job training programs will give the learner a new knowledge of where the jobs are. Sample work sheets with such information as "Daily Time Sheets", "Check List of Appearance", and "Job Application", give concrete practice in work situations. The booklet is written for low level-high interest reading and group work.

Link, Wade and Katherine S. Hand. The World of Work. Montgomery, Alabama, Link Enterprises, 1968.

Twelve tapes and films in this kit utilize group discussion sessions that are designed to help learners get, keep, and advance in a job.

Novakowski, Dione. Be Informed Series. Syracuse, New York, New Reader's Press, 1970.

This booklet is used for independent study by learners with a low reading level. The units are of a high interest area of adult concern, such as: personal credit, getting a job, and keeping

BEST COPY AVAILABLE

Nutter, Carolyn. The Resume Workbook. Cranston, Rhode Island, Carroll Press, 1970.

When a learner has a guide for making a personal career file for job applications he is secure in making a resume. This work-text is simple to understand and apply.

Pathescope Educational Films, Inc. Careers Program. New Rochelle, New York, Pathescope Films, Inc., 1971.

Two cassette tapes and films comprise eleven separate kits in the following areas: Construction, Law Enforcement, Nursing, Health Service, Transportation, Food Services, Community Services, Graphic Arts, Social Work, Repair Work, and Government Service. Each career field is examined in a program of ~~two sound~~ cassettes and filmstrips. The first filmstrip provides the viewer with a broad picture of a career area, using interviews with real people working at real jobs. The filmstrip suggests to the young career-seeker the material, social and personal rewards implicit in each career. The second filmstrip focuses on the detail of a given career and poses these questions: Are you personally fitted for any of these careers? Do you have the necessary aptitudes? Are you academically qualified? Do you want to do what is necessary to prepare you for this career? Do you want to make this career your lifework? This program is very good at stimulating action and decision-making.

Richter, David J. Occupational Essentials; Skills and Attitudes for Employment, Third Edition. Rockford, Illinois, Johnson Press, Inc., 1971.

It is the objective of Occupational Essentials to help students attain skills and attitudes necessary in finding and maintaining a job. Occupational Essentials is written on a low reading level with a degree of flexibility so that it can be adapted to different age groups and levels of ability. Self evaluation is an important key to job success and is explored in chapter five.

Society for Visual Education. Exploring Careers. Chicago, Illinois, 1967.

Superior graphics and audio on six careers are included in this kit, as follows: The Telephone Installer, The Newspaper Reporter, The Automotive Mechanic, The Truck Driver, and The Broadcast Technician, and The Airline Cabin Attendant.

Society for Visual Education. Job Opportunities Now. Chicago, Illinois, 1967.

Six cassettes and filmstrips with a concise overview of job requirements in the world of job opportunities are covered in this kit. The subjects covered are: Job Opportunities in a Restuarant, In a Supermarket, In a Department Store, In a Hospital, Achieving Success in the World of Jobs, and Requirements in the World of Jobs.

TARCOG, Human Resources Program. Information Needed for Occupational Entry. TARCOG Human Resources, 1973.

INFOE is a complete career information system with specific career information on 200 jobs in Northeast Alabama. Each job description includes expected salary, qualifications, educational facilities, and job outlook in the area.

Turner, Richard H. The Turner Career Guidance Series. Chicago, Illinois, Follett Educational Corporation, 1967.

The six books in the Turner Career Guidance Series provide a continuous story of the practical job experiences of several young men and women. Each book deals with a major concern of occupational and career experience: identifying aptitudes, skills and abilities; taking on-the-job training; working at a specific occupation; seeking a new job through necessity; developing skills and responsibility; and finding satisfaction in a career.

Turner, Richard H. The Turner Livingston Reader. Chicago, Illinois, Follett Educational Corporation, 1962.

The Turner-Livingston Readers is a new series for a student who does not like to read. This series makes reading a joy and an emotional experience for the stories tell of the pressing worries of a family, personal appearance, dating, and getting a job. The book titles in the series are: Starting a Job, Training for a Job, Looking for a Job, Holding a Job, Changing a Job, and Wanting a Job.

Udavari, Stephen S. Family Development Series. Austin, Texas, Steck-Vaughn, 1973.

There are ten books in this series that help the learner be a more effective person in using life-coping skills to function effectively in today's society. Book titles in the series are: Understanding Yourself; Becoming a More Effective Person; Health, Safety, and Sanitation; Buying Guides; Family Money Management; Your Family; Communicating with Others; Working with Others; Being an Informed Citizen; Where to Go, Who to See, What to Do

BEST COPY AVAILABLE

U.S. Department of Labor. *Dictionary of Occupational Titles, Volume I.* Washington, D.C., U.S. Department of Labor, 1965.

A knowledge of occupations is of key importance to an analysis of manpower economics, behavior of job market forces, and the employment process. Over 75,000 broad definitions of jobs and classifications of occupations are included.

U.S. Department of Labor. *Dictionary of Occupational Titles, Volume II.* Washington, D.C., 1965.

The second volume of the *Dictionary of Occupational Titles* serves as a method of grouping jobs having the same basic [redacted], or worker characteristics to help the user discern relationships amoung occupations.

U.S. Department of Labor. *Dictionary of Occupational Titles, Supplement 2.* Washington, D.C., 1968.

This second supplement to the Dictionary of Occupational Titles arranges data on physical demands, working conditions, and training time for each job defined in the Dictionary primarily by the worker trait groups of the occupational classification structure presented in Volume I of the Dictionary. This is helpful in the utilization of workers in the restructuring of jobs.

U.S. Department of Labor. *Occupational Outlook Handbook*, Washington, D.C., U.S. Department of Labor, 1972-73.

This edition provides information for more than 800 occupations so that young persons, veterans, women returning to the labor force, and others choosing careers can determine which jobs are best suited to their individual needs. *The Handbook* discusses the nature of work in different occupations, as well as earnings, job prospects during the 1970's, and education and training requirements.

Study Guides for Job Entry

Brownstein, Samuel C. and Mitchel Weiner, *You Can Win A Scholarship*, Woodbury, New York, Barron Educational Series, 1972.
Reference material on study skills necessary for winning scholarships is compiled into "test-taking" experiences.

College Editorial Staff, *How to Pass the Graduate Record Examinations Advanced Test-Geology*, New York, New York, College Publishing Company, 1967.
"Test-taking" experience on material covered on the GRE test is presented for individual study.

College Editorial Staff, *How to Pass the Graduate Record Examination Advanced Test - Mathematics*, New York, New York, College Publishing Company, 1967.
The study guide reviews intermediate through advanced mathematics on material covered in the advanced GRE math section.

College Editorial Staff, *How to Pass the Graduate Record Examination Advanced Test - Music*, New York, New York, College Publishing Company, 1967.
"Test-taking" experience on material covered on the GRE advanced test in music is presented for individual study.

College Editorial Staff, *How to Pass the Graduate Record Examination Advanced Test - Sociology*, New York, New York, College Publishing Company, 1967.
"Test-taking" experience on material covered on the GRE advanced test in sociology is presented for individual study.

Cowles Editorial Staff, *Cowles Guide to Careers and Professions*, Toronto, Ontario, Cowles Book Company, Inc., 1968.
Cowles Guide to Careers indicates the necessity of basic preparation for career or vocation.

Cowles Editorial Staff, *How to Pass the Civil Service Examination-Fireman*, Toronto, Ontario, Cowles Book Company, Inc., 1968.
Basic skills covered for review are verbal ability, mechanical comprehension and first aid.

Cowles Editorial Staff, *How to Pass the Civil Service Examination-Patrolman*, Toronto, Ontario, Cowles Book Company, Inc., 1968.
Basic skills are reviewed for passing the patrolman test.

Cowles Editorial Staff, *How to Pass Civil Service Examination - Social Case Worker*, Toronto, Ontario, Cowles Book Company, Inc., 1968.
Included in the Civil Service study guide for social case worker is an exceptional "Job Opportunity" Guide and a list of graduate professional schools.

Cowles Editorial Staff, *How to Pass Civil Service Examination-State Trooper*, Toronto, Ontario, Cowles Book Company, Inc., 1968.
The study guide is useful in determining the requirements for passing the Civil Service State Trooper Examination.

Cowles Editorial Staff, *How to Pass Civil Service Examination - Beginning Office Worker*, Toronto, Ontario, Cowles Book Company, Inc., 1968.
The book gives study skills needed to pass the beginning office worker examination for Civil Service.

Cowles Editorial Staff, *How to Pass Civil Service Examination - Bookkeeper-Accountant Clerk*, Toronto, Ontario, Cowles Book Company, Inc., 1968.
The study guide prepares the learner for the examination.

Cowles Editorial Staff, *How to Pass Civil Service Examination - Clerk*, Toronto, Ontario, Cowles Book Company, Inc., 1968.
The guide is useful to determine the requirements for passing the Civil Service Examniation for Clerk.

Cowles Editorial Staff, *How to Pass Entrance Examination- Practical Nursing School*, Toronto, Ontario, Cowles Book Company, Inc., 1968.
The guide is an excellent presentation of material and special vocabulary needed to pass the LPN Entrance School Test.

Cowles Editorial Staff, *How to Pass Federal Civil Service Examination-Clerk-Carrier*, (U.S. Post Office), Toronto, Ontario, Cowles Book Company, Inc., 1968.
The guide is helpful to achieve vocational goals in passing the Clerk-Carrier test.

Cowles Editorial Staff. *How to Pass Federal Civil Service Examination-Mail Handler (U.S. Post Office)*. Toronto, Ontario, Cowles Book Company, Inc., 1968.
The guide helps determine the course of study needed to pass the test for Mail Handler.

Cowles Editorial Staff. *How to Pass Federal Civil Service Examination-Office Aid*. Toronto, Ontario, Cowles Book Company, Inc., 1968.
Motivational materials and "test-taking" experiences gives the learner skills in passing the examination.

Cowles Editorial Staff. *How to Pass Federal Civil Service Examination-Stenographer and Typist*. Toronto, Ontario, Cowles Book Company, Inc., 1968.
The material determines a course of study used to pass the Steno-Typist Exam.

Cowles Editorial Staff. *How to Pass the High School Equavalency Examination*. Toronto, Ontario, Cowles Book Company, Inc., 1968.
Excellent "test-taking" techniques and a compilation of five GED test areas are covered in this study guide.

Cowles Editorial Staff. *Practice for Civil Service Arithmetic and Vocabulary Tests*. Toronto, Ontario, Cowles Book Company, Inc., 1968.
Arithmetic, vocabulary, and analogies review give "test-taking" experience.

Cowles Editorial Staff. *Practice for Civil Service-Police Department Promotion Examination*. Toronto, Ontario, Cowles Book Company, Inc., 1968.
Relevant vocabulary and "test-taking" experience for the Police Department Promotion is reviewed.

Cowles Editorial Staff. *Practice for Civil Service-Stenographer and Typist Examinations*. Toronto, Ontario, Cowles Book Company, Inc., 1968.
Math, vocabulary and general basic areas are reviewed for "test-taking" experience.

Cowles Editorial Staff. *Preparation for Graduate Record Examination Apitude Test*. Toronto, Ontario, Cowles Book Company, Inc., 1968.
A review by areas for the GRE provides "test-taking" experience.

Cowles Editorial Staff. Preparation for Miller Analogies Test. Toronto, Ontario, Cowles Book Company, Inc., 1968.
Vocabulary development and "test-taking" experiences are provided with this worktext.

Cowles Editorial Staff. The Regenery/Cowles CLEP Book. Toronto, Ontario, Cowles Book Company, Inc., 1968.
A compilation of CLEP test material is informative and useful.

Doster, William C. Barron's How to Prepare for the College-Level Examination Program. Woodbury, New York, Barron's Educational Series, 1973.
The CLEP study guide is based on what the average sophomore has studied during his first two years in college.

Turner, David. College Level Examination Program. New York, New York, Arco, 1972.
The study guide accurately assesses educational progress with a compilation of CLEP materials.

Turner, David. High School Equivalency Diploma Tests. New York, New York, Arco, 1965.
All five GED areas are covered with high level material. The presentation is difficult.

Turner, David. Practice for the Armed Forces Tests. New York, New York, Arco, 1947.
The material emphasizes enlistment and placement tests for entrance into the United States Armed Forces.

Youth Education System Editorial Staff. Preparing for College Entrance Tests. Stamford, Connecticut, Youth Education System, 1971.
The worktext is a basic skills review and "test-taking" experience.

Youth Education System Editorial Staff. The Civil Service Preparation Book. Stamford, Connecticut, Youth Education System, 1970.
The study guide is helpful in arithmetic, vocabulary and "test-taking" experience.

PERIODICALS

McMillan Professional Magazines, Inc. "Industrial Education". Greenwich, Connecticut, 1974.

"Industrial Education" is helpful to teachers and administrators of industrial arts, vocational-industrial and technical education. Career information is provided by current articles on career education. For example "Specific Careers for the 70's in Appliance Repair", "How to Help Learners Make a Vocational Choice" and "A Tech School where Students 'Teach the Computer'" are current in career counseling.

U.S. Department of Labor. "Occupational Outlook Quarterly". Washington, D.C., 1974.

Statistics from the Department of Labor concerning employment and earnings on a national basis are useful for career counseling. Articles about manpower, vocational training and information to keep counselors current on the labor market are in monthly issues.

U.S. Department of Labor. "Occupational Outlook Quarterly". Washington, D.C., 1974.

This magazine has interesting articles covering current job markets, guides to part-time jobs, and experiments in rearranging the work routine. It is an essential for career counselors.

APPENDIX K

EQUIPMENT LIST

LISTING OF EQUIPMENT as of JUNE 30, 1974

QUANTITY	TYPE	MANUFACTURER'S TITLE
3	Adding Machines	Smith Corona Electric
1	Multiplier	Monroe
4	Calculator	Adler "804" Electronic
2 each	Projector and Audio unit	Aud-X Mark 3&4
15	Auto-Vance	Graflex
4	Cassette Recorder	Channel Master 6305
1	Cassette Recorder	Concord Audio-Link Model F50
1	Cassette Recorder	Hitachi
1	Cassette Recorder	Wollensak Model 4000
1	Tape Recorder	Wollensak Model 1520
11	Cassette Recorder	Califone Model AV-80
20	Cassette Recorder	Wollensak 3M Model 2620
2	Tape Recorder	Wollensak 2532AV
1	Cassette Duplicator	Model 2750AV
1	Cassette Duplicator Copier	Model 2760AV
1	Spirit Duplicator	A.B. Dick Model 226
1	Cabinet	Model 502 for Duplicator
1	Mimeograph	A.B. Dick Model 525E
1	Cabinet	Model 502
2	Stencil Filing Cabinet	A.B. Dick Model 1051
1	Copying Machine	3M Model 45C Thermo-Fax "Secretary"
1	Cabinet	for Copying Machine above
1	Photo Copier	3M "209" Automatic
1	Stand	3M with casters for above

QUANTITY	TYPE	MANUFACTURER'S TITLE
3	Language Master	Language Master Bell & Howell
2	Filmstrip Projector	Graflex Messenger VII Sound
10	Controlled Reader	EDL
1	Tachistoscope	EDL Tach-X
2	Reading Pacer	Shadowscope
4	Reader	Craig Reader CR-2A-V
12	Reader Mate	Singer Graflex
6	Previewer	Viewlex Preview Jr.
3	Filmstrip/Slide	Graflex SM1000 Filmstrip/Slide Projector
2	Projector	Technicolor Super 8 Silent Movie
1	Projector	Graflex 16mm Model 950 Sound Projector
2	Slide Projector	Kodak Carousel
4	Overhead Projector	Beseler Portascribe Overhead Projector
1	Typewriter	IBM Selectric
1	Typewriter	IBM Selectric II
1	Typewriter	IBM Correcting Selectric II
1	Typewriter	Smithe Corona
1	Typewriter	Underwood 700
3	Phonograph	Rheem
1	Phonograph	RCA
1	Vacuum Cleaner	Electrolux
1	Camera	Fujica ST 701
3	Water cooler	Halsey Taylor Electric
1		Audio-Link Programmer
1	Visual Maker	Kodak
1	Step Ladder	Three step

QUANTITY	TYPE	MANUFACTURER'S TITLE
1	Cassette File	Tape Luxor Cassette File
1	Globe	Tri-Graphic Floor Stand
1		Electric Step for Mobile Van
2	File	Transparancies file cabinet with 100 hinged swing-out envelopes Luxor 88HP
2	Bookcases	42" shelves
10	EDL Flash-X machine	Machine used for "Word attack" Flash cards
2	Listening Center	Portable jack for earphones with 6 outlets, individual audio control

APPENDIX L

AN APPROXIMATE BREAKDOWN OF THE TOTAL COST OF THE ADULT EDUCATION PROGRAM IN THE HUNTSVILLE PUBLIC SCHOOLS FOR 1973-1974

Budget Item	Amount	% of Total
Salaries (Includes social security, retirement, and hospital insurance)	$158,208.00	77.9
Consultants	200.00	.1
Travel and Insurance	3,445.00	1.7
Equipment and Materials	5,160.00	2.5
Instructional Supplies	12,939.00	6.4
Evaluation	1,500.00	.7
Indirect Cost	9,349.00	4.6
Other	12,290.00	6.1
	$203,091.00	100.0

APPENDIX M

SAMPLE CASE STUDIES

Profile of Case Number 1, 1973-1974

Part I. Observation Upon Entering the Program.

Mrs. E. is a very personable and intelligent person. She is 81 years old and lives by herself in federally funded housing project. She is not employed and her only income is from social security. Mrs. E. is in very good physical health and is full of life and spirit.

A. Background.

Mrs. E. had the usual hard life experienced by minority groups in the South. She was born in Georgia and attended school in Atlanta, completing the 8th grade. At an early age she was completely independent, supporting her daughter through employment in the most menial type of work. Mrs. E., widowed by her first husband, later remarried. She became a christian, finding herself through her relationship with God. In her self-awareness she felt a strong need to improve both socially and educationally. Her ambition was to pursue a career in the health field. "From the time I was 16 I wanted to be a Doctor, but my grandparents were poor and I never had the opportunity."

B. Prior Educational Experiences and Conflicts.

Mrs. E. received her practical nursing certificate from the Chicago School of Nursing. She worked in Jackson, Michigan as a practical nurse. Mrs. E. enrolled in an adult education class in Michigan hoping to receive a high school diploma. She attended the program there for three years before coming to Huntsville, Alabama. After moving to Alabama she enrolled in the Huntsville Adult Education Program where she studied on the Mobile Learning Van before transfering to one of the evening programs.

C. Conclusion-Initial Observation.

Mrs. E. was referred to a counselor by her evening teacher. She had decided to give up trying to get a GED and accepted the idea that she was too old. She became very negative in her outlook on life, ready to accept failure as reality. "I guess the good Lord didn't want me to finish high school", she stated during her first counseling session.

Part II. Observation Upon Completion of the Program.

Assisting Mrs. E. in her decision, utilizing the Career Decision-Making Chart, the counselor was able to stimulate desire and aid in building up self-confidence. The counselor was able to narrow her choosen field down, making it more meaningful and realistic.

A. Educational Experiences During the Program.

Mrs. E. decided to stay with the program and to maintain a positive attitude. This approach enabled her to visualize new meaning which resulted in her passing the GED, obtaining her high school equivalency.

Part III. Conclusion.

Mrs. E. was very pleased with her accomphishment, and plans to continue her education. At the age of 81, she is enrolling at the University of Alabama in Huntsville on a scholarship in the field of nursing.

Profile of Case Number 2, 1973-1974

Part I. Observation Upon Entering the Program.

Mr. M. is a young man with above average intellect. He is 22 years old, but his mannerisms are that of a 16 year old. He seemed to lack self-confidence in his ability to better himself socially and educationally. Mr. M. was unemployed, living with a male companion who supported him.

A. Background.

Mr. M., at the age of sixteen, left home due to, as he discribes it a "bad situation." Mr. M. was able to find different kinds of work, but nothing that was challenging or had a future. After a few weeks of employment he would quit for no apperent reason. Mr. M. at present is living with an elderly man who at first was thought to be his uncle, but turned out to just be a friend. Mr. M. is very talented and has performed in different amusement centers.

B. Prior Educational Experiences and Conflicts.

Mr. M. completed the 11th grade. He has studied music and dance but hasn't been involved in any formal type of training. Mr. M. was encourged by friends to try to finish school. He enrolled in an adult education class but only stayed a short time. After failing in education he decided to join the Navy. He was in only three weeks before being discharged. After failing in the Navy he returned to Huntsville, Alabama and again enrolled in adult education class.

C. Conclusion-Initial Observation.

Mr. M. was referred to a counselor for assistance in following through with his decisions. Mr. M. had the ability to achieve but became discouraged too easy. The main reason for his loosing the desire to advance was based on his non-realistic approach ~~at~~ To his future.

Part II. Observations Upon Completion of Program.

Mr. M. became totally involved in the education program and made meaningfull progress. He was able to relate his short term successes as being motivation for his long term goals.

A. Educational Experiences During the Program.

After recognizing his usefullenss and abiltiy to achieve he transferred to a Manpower Development Program where he successfully completed the requirements.

Part III. Conclusion.

After Many sessions with Mr. M., the counselor was able to aid in channeling his career goals towards a meaningfull and realistic career. This was made possible by the step by step redefining and altering of career decisions as outlined in the Individualized Career Decision Making Chart. Mr. M. has completed his GED and at present is enrolled in a technical school, working part-time in a field related to his training. His success has had a remarkable influence on his out-look on life and his concept of himself.

Profile of Case Number 3, 1973-1974

Part I. Observation Upon Entering the Program.

Ms. W. is very mature for her age. She is 22 years old, has never been married and has two children. She is unemployed, lives in a federally funded housing neighborhood and is on welfare. Ms. W. has a very negative attitude and shows feelings of hostility. She is very anti-white, blaming her present situation on the prejudices shown by white society.

A. Background and Educational Experiences.

Ms. W. is a second generation welfare recipient. She has lived in [illegible] of her life in the same federally funded housing. She had to quit school, reaching only the 10th grade, because she was pregnant. She enrolled in a technical school to become a practical nurse but lost interest and gave up. Again motivated by the thought of improving her situation, she enrolled in one of the adult evening programs. She became unhappy with her progress and was about to quit when she was referred to a counselor.

B. Conclusion.

Ms. W. had the determination and ability to accomplish any goal she wanted. Her main problem was her self-concept. Instead of accepting her bad situation and making it better, she would have a tendency to blame others and conclude that it couldn't be changed. The counselor was able to direct her attentions to her own qualities and the fact that these qualities, when developed could make a positive change in her future. Once a positive attitude was formed, Ms.W. was now ready to make meaningful steps toward pursuit of a career goal.

Part II. Observation Upon Completion of Program.

Ms. W. continued her sessions with the counselor and remained in the Adult Education Program. "I can't believe how different I am now. I even like whitey a little." These remarks expressed by Ms. W. were meaningful, for she had gained self-respect and was therefore able to respect others. Mrs. W. observed that while she was studying at home her oldest child seemed to become more interested in books which she feels will be important when he enters school next year.

A. Educational Experiences During the Program.

Within a few months Ms. W. obtained her GED and started making plans to enter college.

Part III. Conclusion.

At present Ms. W. is a full-time employee at one of the local manufacturing companies. She has applied for assistance with school expenses and hopes to attend a junior college this coming fall.

BEST COPY AVAILABLE

4

Profile of Case Number 1, 1973-74

Part I. Observation Upon Entering the Program.

Mary's health is poor because of high blood pressure, arthritis and teeth decayed. Also, her front teeth are missing. Mary is divorced and on welfare. She can't live on $49.00 a month and wants a job. She is 30 and has no job skills or education beyond the 8th grade. She has two children. One is school age.

A. Background.

Mary was recruited in Binford Court (housing project) in door-to-door recruiting [illegible]. She was very depressed because she had been unable to get a job and had not worked in three years. Some of her problems may be psychological in nature.

B. Prior Educational Experiences and Conflicts.

Mary dropped out of school in the 8th grade. She has an outgoing personality and seems to want out of her situation but can see no way. If her young child could be put in the Child Development Center, she could walk to the Adult Learning Center to work toward her GED and then enroll in some technical education program, such as LPN school.

C. Conclusion-Initial Observation.

The counselor called Vocational Rehabilitation and arranged for dental care and front bridges for Mary's teeth, also medical care was arranged. The youngest child was enrolled in Child Development in order for Mary to attend the Adult Learning Center and work toward the GED, after which she can get technical training needed to secure a job.

Mary lacks confidence in herself due to her lack of skills and inability to get a job. She has poor health and is despondent. She should be encouraged and aided in meeting educational and career decision-making skills through utilization of the Career Decision Making Chart.

Part II. Observation Upon Completion of the Program.

Mary's attitude about self had improved. She seemed to think she was as capable, attractive and skilled as her employed friends. She smiled without covering her mouth since she has a bridge for her front teeth. Securing her GED and completing Manpower Meatcutting School gave her confidence in her ability to become self-supporting and removed the barrier of lack of education.

A. Educational Experiences During the Program.

Mary's attitude toward job success improved after she secured her GED through study at the Huntsville Adult Learning Center and graduated from the Manpower Meatcutting School. The counselor referred her to State Employment personnel and she was placed in Manpower.

Part III. Conclusion.

Mary has interviewed and been given a civil service job at Redstone Arsenal Mess Hall. She plans to work in Foods Preparation part-time and attend Drake Technical College LPN Program. She has taken the LPN Entrance Test and plans to enroll in September of 1974. She is now off welfare. Her second child is now learning to read and has better school attendance and a better attitude toward school.

Profile of Case Number ~~2~~ 5, 1973-1974

BEST COPY AVAILABLE

Part I. Observation Upon Entering the Program.

Ruby's husband died recently and she will have no income after her daughter graduates from high school (draws social security). She is 54 and has never worked. Also she needs outside interests since she will be completely alone when her daughter leaves home.

A. Background.

Ruby phoned in after reading about the program in the Huntsville Times. A counselor talked to her and made an appointment for enrolling in the Adult Learning Center. She cried a good deal during her first visit because she is still not recovered from the shock of her husband's death. She has arthritis and cannot do work that requires physical labor.

B. Prior Education Experiences and Conflicts.

Ruby dropped out of school in the 6th grade. She has live all her life in a small rural community 15 miles from Huntsville. She has no information about types of jobs she would be interested in or what type of training she would need in order to get a skilled job.

C. Conclusion: Initial Observation.

She has no confidence in her ability to get a job because she lacks job skills and basic education. The counselor will use job information and community agencies to keep her informed as to jobs for which she might become qualified. She enrolled in the Huntsville Adult Learning Center to secure basic education and GED preparation.

Part II. Observation Upon Completion of the Program.

Ruby has grown out of her depression through her daily classwork and interest in learning basic education skills. She has secured her GED and worked with the counselor on numerous vocational materials. Through State Employment services she has secured a job for which she is suited and able to work until age 65 when she will be eligible for social security. She has always been of service to the sick in her community and her job is a Human Aide with Pensions and Security.

A. Educational Experiences During the Program.

In addition to studying basic education at the Adult Learning Center, Ruby enrolled in the television GED Series, Your Future is Now, due to the 30 mile round trip and cost of gasoline. She also was aided in studying for a Postal Carrier Civil Service Examination and passed the test. She has received her GED.

Part III. Conclusion.

Ruby will be a happy useful worker and is independent and self-supporting. She enjoys her work making home visits and caring for the elderly and disabled. She plans to attend night classes and take typing in the Adult Program. This will enable her to move up a step in her civil service job. Her daughter plans to enroll in Drake Technical Colleges' LPN Program in September, 1974 and has become more interested in vocational education.

BEST COPY AVAILABLE

Profile of Case Number 3, 1973-1974

Part I. Observation Upon Entering the Program.

Norma had a back injury from an accident while working as a checker in a grocery store. She was terminated and is unable to find work. Her husband died recently with a heart attack and left no support. She was very depressed. She can't find another job and doesn't know for what job to try to qualify.

A. Background

Norma has two married children in other states. She is completely alone. She has no education or job skills other than as a checker in a grocery store. Her present health will not permit her standing on her feet for long hours and loading heavy groceries. She is not drawing unemployment and has no income.

B. Prior Educational Experiences and Conflicts.

Norma dropped out of school in the 9th grade. She is forty-nine and worried about how she can support herself until she is elgible for Scoial Security at sixty-five.

C. Conclusion. Initial Observation.

Norma had a complete lack of confidence in herself as a student. She has forgotten all her basic computation skills. She needs someone to encourage her and give her career information and knowledge of training programs. She will need to complete a GED in order to get a job that will not require strenuous labor.

Part II. Observation Upon Completion of the Program.

Norma's attitude about herself has improved. She has had educational success and career success and is a happy self-supporting woman.

A. Educational Experiences During the Program.

Norma attended the Adult Learning Center daily for five months and completed the GED requirements. She received career counseling at least three times a week. She was referred by the counselor to the Legal Aid Society and sued the grocery store from which she was terminated for unemployment compensation. She was also referred to a State Employment Agency counselor for specific job information.

Part III. Conclusion.

Norma is now employed by Pensions and Security as a Human Aide. She has a job that suits her physical condition and at which she can keep employment until age 65. She is enrolled in the Adult Education Program typing class in order to advance to a better position with Pensions and Security. She is happy with her job because of the contact she makes with people daily and she is now self-supporting.

APPENDIX N

HUNTSVILLE ADULT EDUCATION ADVISORY COMMITTEE

ADVISORY COMMITTEE: HUNTSVILLE ADULT EDUCATION PROGRAM

Mr. A.C. Henley	Supervisor with Alabama State Employment Service
Mr. Emuel Cleaver	Executive Director of AHAC (Association of Huntsville Area Companies)
Mrs. Shirley Arment	Supervisor with Pensions and Security
Mr. John Hinkle	Chief of Training and Development Division for U.S. Army Missile Command, Redstone Arsenal
Mr. Buddy Murchison	City Editor, The Huntsville Times
Mr. Edwin Hill	Director of CAC (Community Action Committee)
Mr. Willie Clark	Assistant Principal, J.O. Johnson High School
Mr. Perry Ward	Attendance supervisor for Huntsville City Board of Education
Mr. Loyd Little	Vice-President State National Bank
Dr. Jimmy Wall	Local dentist, member of the City Council
Mr. Richard Oliver	President American National Bank
Mrs. Ellen Zamora	Former student (received GED)
Mrs. Carolyn Edwards	President Church Women United
Mrs. Helen Stilwell	Former student (received GED)
Mr. Haskel Ross	Personnel Manager, Brown Engineering
Mr. Bill Sefton, Jr.	Vice-President, Martin Stamping and Stove
Mrs. Dent Anderson	Counselor, Alabama State Employment Service
Mr. Stan McCall	Model Cities
Mr. Ben Garmon	Ex-officio member, Director of Huntsville Area Vocational Technical Center